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ABSTRACT

The evaluations of 26 career education programs which operated in the Philadelphia, Pennsylvania school district from July 1, 1975 to June 30, 1976 are contained in this report. Generally the projects achieved their objectives, with only a few exceptions. Indications are that the career development programs currently in progress in Philadelphia are well adapted to the environment in which they are expected to function, and have been developed in accordance with the actual needs of the students they are intended to serve. Of the 26 projects evaluated, eleven of these were primarily concerned with classroom or shop instruction, six with curriculum development, and five with guidance activities. The other four projects involved staff development, job placement, and the development and refinement of a computer management system for the skills centers. Information is presented for each program separately and includes budget, project description, project history, objectives, project implementation, and project outcomes: evaluation questions, discussion, and conclusions and recommendations. (RC)

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EVALUATION OF CAREER EDUCATION
PROJECTS
1975-1976

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September 1976
Report #7715

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THE SCHOOL DISTRICT OF PHILADELPHIA

TM005 879

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SUMMARY

In general, the projects evaluated this year have achieved their objectives, with only a few exceptions. There is every indication that the career development programs currently in progress in Philadelphia are well adapted to the environment in which they are expected to function, and have been developed in accordance with the actual needs of the students they are intended to serve.

There were 26 career education projects evaluated this year. Eleven of these were primarily concerned with classroom or shop instruction, six with curriculum development, and five with guidance activities. The other four projects involved staff development, job placement, and the development and refinement of a computer management system for the skills centers.

The eleven projects primarily concerned with instruction covered a broad range of subject areas and types of students. Two of the projects were intended for adults: a home economics resource center for parents (which was very poorly attended, and which will not be continued next year) and an adult vocational education program for out-of-school youth and adults, which operated successfully at 16 schools. A home economics resource center taught elementary school students, their parents, and other adults from the community about nutrition, cooking, and consumerism. A warehousing program was conducted to give 58 high school seniors on-the-job training in warehouse and office practices.

Several of the instructional projects were intended for students with special problems. Catto Mini Vocational School had a program to teach restaurant practices and other vocational subjects to students unable to adjust to a regular school situation. Spanish-speaking students were provided for in two projects: Into the Mainstream introduced students to American foods and their preparation; the other project provided a bi-lingual tutor for Educable Mentally Retarded (EMR) occupational trainees who needed help with English terminology. This year, 590 pregnant students were taught homemaking and child care in a special continuing education program which was considered to be quite effective. Arrangements were made to teach vocational subjects to selected orthopedically handicapped students in one program, and to Trainable Mentally Retarded (TMR) students in another program, utilizing sheltered workshops. TMR students were also taught to be more self-sufficient through a special consumer and homemaking program at 13 schools.

Three of the curriculum development projects were related to the development or adaptation of individualized instructional materials for use in the skills centers or elsewhere in the school district. One of these projects (P.I.V.O.T.) was intended to develop sound-on-slide self-instructional units in a variety of vocational areas. Another was concerned with locating and developing the same sort of materials in the areas of business and distributive education. The third was for the development of self-instructing modules in home economics for general use in the school district rather than for the skills centers. Each of these projects operated successfully this year. In cooperation with The Center for Vocational Education (CVE) of The Ohio State University, field or pilot-testing of various career exploratory and career planning materials that had been devised by CVE was carried out by 36 Philadelphia teachers. The results of this testing were transmitted to CVE, and the program appears to have operated quite successfully. A program at one of the area vocational technical schools was conducted to develop ten-week curricula in four areas of graphic arts and four areas of metals, and also provided job placement services for students enrolled in these subject areas. As in previous years, a Vocational Education Media Center operated at the John F. Kennedy Center for the purpose of providing assistance to vocational personnel in the development or modification of curriculum materials. The center provided photographic services, art work, and written materials, and also published a newsletter for the purpose of disseminating information about career education to personnel in the schools.

There were five programs this year concerned primarily with student guidance. The Mobile Career Laboratory and Mobile Group Counseling program provided 6,980 disadvantaged ninth grade students at 30 schools with hands-on and group counseling experiences in career education. In addition, 493 students were administered in-depth evaluations of their work aptitudes. The Computer Assisted Guidance in Education program provided eighth and ninth grade students with workbooks designed to teach them about career clusters and to determine their own traits and preferences. The computer then provided them with information about occupations for which they would be suited. A program at Jefferson Hospital provided hands-on experiences for 30 students interested in medical or related scientific careers. This program encountered difficulties during the school year, but is still highly regarded, and remedial measures have been instituted which are expected to be effective. Sixteen secondary schools were provided with Career Development Assistants through the Improvement of Guidance Services for the Job Bound program. These assistants worked with counselors and teachers to provide students with information about employment opportunities and other career guidance information. They established a Career Information Center in each school, where they provided a wide variety of career guidance services for students who came to the center. The Vocational Education Program -- Pennypack, which was intended to provide inmates at the Pennypack Annex School -- House of Correction with vocational guidance and counseling, did not begin operating until May, 1976 because of delays in the delivery of equipment and in hiring personnel. Consequently, no meaningful evaluation of the effectiveness of this program was possible by June, 1976.

The Greater Philadelphia Chamber of Commerce coordinated a program in which one guidance counselor from each of 32 secondary schools went on 10 field trips to a variety of businesses and industries. The purpose of these visits was to provide the counselors with information that would help them to counsel job-bound students. The participants were very pleased with this program, and believed that it was very beneficial. The program called Training Teachers in Career Exploration provided 50 industrial arts teachers with instruction and hands-on experiences related to career exploration in their own subject areas. Teachers were taught methods that they could use in their own classrooms to increase the career awareness of their students. This program was also thought to have been quite effective.

Job Placement Officers were provided for 14 high schools through the Job Placement Program, which successfully placed 805 students in both temporary and permanent jobs (69% permanent, 31% temporary), a slight increase over last year's total. The Placement Officers also devoted a great deal of time to interviewing students and potential employers, and to providing job-hunting advice to their student "clients." They also provided follow-up services after placement, to determine whether or not the students they had placed were succeeding at their jobs, and to offer help, if needed.

A project was funded again this year for the development and refinement of the computer management system at the skills center that opened this year. Development of the system has been proceeding satisfactorily, and it is anticipated that this system will be used, with suitable revisions, at each of the new skills centers, when they open.

These reports cover the period from July 1, 1975 to June 30, 1976, the fiscal year for which all of the projects originally were funded. As of October, 1976, however, all projects will be funded from October 1 to September 30, in accordance with the new fiscal year. The interval from June 30 to September 30, 1976 was funded separately for ten career education projects,* to allow them to operate until the start of the new fiscal year, in October. It was considered that a three month cessation of their funding for those projects would have been excessively disruptive. A separate report will be issued at a later date concerning the operation of those ten projects from July to September, 1976.

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*Adult Vocational Education; Bi-Lingual Tutor for EMR Occupational Trainees; Catto Mini Vocational School; Continuation of Mobile Career Laboratory and Mobile Group Counseling Teams; Continuation of the Alliance for Career Education to Develop Exploratory Programs and Career Planning Systems; The Development of a Personalized, Individualized, Vocational Occupations Training (P.I.V.O.T.) System; Job Placement; Locating and Developing Individualized Instructional Materials for Skills Centers; Operation of TMR Vocational Workshop Program; Pilot O.J.T. Program -- Warehousing (Distributive Education).

Adult Education Resource Center

Project Area: Consumer and Homemaking

Person Responsible for Project: Mrs. Frances Chwalinska

Location: Kinsey School

New Project: Yes __X__

No ______

Purpose(s) of Proposal

______ Curriculum
___X___ Instruction
______ Staff Development
______ Facilities and/or Equipment Installation
______ Job Placement
______ Other (Career Awareness and Pre-Employment Counseling)

Degree of Implementation

___X___ Fully Operational
______ Partially Operational
______ Non Operational

Budget: $29,869.19

Proposal Number: 22-6031

Category: Part F, Consumer and Homemaking

Project Description

A Home Economics teacher, assisted by a paraprofessional, provided instruction and hands-on experience in nutrition, cooking, and consumerism to all students of the Kinsey School on whose grounds a mobile unit containing Home Economics facilities was located. Students attended classes for one semester on a weekly scheduled basis. In addition, other periods of time were set aside throughout the week to enable parents and other adults in the Kinsey School community to receive instruction in consumerism, nutrition, and sewing.

Project History

The current school year was the first during which the Adult Education Resource Center project was funded.

Project Objectives as Stated in Proposal

1. To provide and coordinate stimulating experiences in home and community living skills for the benefit of the individual and of the family.
2. To encourage parents to meet the needs of the child so he may grow to his potential in the classroom and in his activities.
3. To explore and use resources that help the parents to find alternative solutions to their problems.

Project Implementation

Eleven observations were conducted during the 1975-76 school year. These indicated that the project was staffed by two enthusiastic individuals who were devoting their best efforts to providing worthwhile instruction and experiences to students and adults. Level of interest in the activities on the part of the participants was observed to be high on all occasions. The staff members related well to the students and their teachers, as well as to the adults in the community.

Project Outcomes: Evaluation Questions

1. How many participants availed themselves of the activities sponsored by the program?

Attendance records were maintained by the Home Economist between November, 1975 and May, 1976. Table 1 indicates by month total numbers of adults and students who participated in the program on the basis of daily attendance totals.

Table 1

Monthly Attendance Figures as Totaled by Adult Education Resource Center Home Economist

Month	Adults	Pupils
November	57	1021
December	59	1145
January	47	1092
February	79	797
March	128	1367
April	67	869
May	111	940

Attendance figures obtained during onsite observations appeared related to the above figures. It should be noted that not only was the number of students deriving benefit from this program impressive, but as the year progressed the voluntary adult participation displayed modest gains.

2. How did the program activities relate to emphasizing good consumerism and good nutrition?

On the basis of observations and the activity logs submitted by the staff members, it was apparent that the Home Economics teacher and the paraprofessional assistant devised their activities to suit the interests and needs of the adult participants. Discussions were conducted on such topics as what to look for in a sales contract, when to shop for certain foods and goods, and how to avoid being victimized by common fraudulent practices. Individualized sewing lessons and crafts instruction were provided on a scheduled basis, and sessions were held on how to make common household repairs. A great deal of interest was displayed in a series of meetings devoted to losing weight. During these meetings, the adults received helpful suggestions on how to lose pounds sensibly while still eating nutritiously.

Each of the semester courses for the pupils, on the other hand, was planned with attention being paid to suggestions made by teachers and parents. The children were warned about the high pitch salesmanship that characterizes a great deal of current advertising. They were taught valuable facts about labeling and what the list of ingredients really means. Perhaps the most interesting activities, from the student viewpoint, related to cooking experiences. All the Kinsey students learned how to prepare some simple but healthful dishes. This not only increased their awareness of good nutrition, but also provided them with certain skills as to how kitchen utensils and appliances should be safely handled. A certain excitement and pleasure was readily noticeable after the pupils had prepared and consumed various dishes made in accordance with the instructions and under the supervision of the project personnel.

3. What were the reactions to the project of the Kinsey School principal and teachers?

Questionnaires relating to this project were completed by the principal and some members of the faculty in January and in June, 1976. Without exception these indicated total satisfaction with the program. The principal noted that the students, as indicated by their choice of snacks, had developed a better awareness of nutrition and good eating habits. Improved relations with the Kinsey School community, he felt, were definitely being fostered by the project. Teachers indicated that students looked forward to the weekly session in the mobile unit, and returned to their classrooms anxious to discuss the day's learning experiences. Parents and adults informally interviewed likewise indicated much satisfaction with the project and its staff.

During the spring, in fact, when it was rumored that the program might be discontinued and/or moved to another site, a great number of parents and Kinsey community adults phoned both the principal and the Home Economics supervisory staff, expressing their strong displeasure and indicating their support of the program in view of the benefits derived by themselves and their children.

Discussion

The objectives of this program were attained to a very satisfactory degree. Adults and students were provided with enriching activities in Home Economics and consumerism that may improve their home life. Project personnel were able to create a lively interest in their instructional programs and other offerings. All acquainted with the Adult Education Resource Center had high praise for its accomplishments.

Conclusions and Recommendations

1. Project personnel should continue to try to increase adult participation in this project. Great effort has been expended in this regard, and hopefully the numbers of parents and Kinsey School community adults availing themselves of the program's activities will display a healthy rise during the 1976-77 school year.

2. Home Economics supervisory staff should give serious consideration to the expansion of this highly successful program. There is no doubt that other elementary schools and the communities they serve could benefit greatly from this type of program.

Adult Vocational Educational Program

Administrative Information

Project Area: All Areas

Person Responsible for Project: Mr. Jeffrey O. Jones

Locations: Franklin, King, Northeast, South Philadelphia, West Philadelphia, Mastbaum, Dobbins, J.F. Kennedy, Retarded Adult Evening School, Frankford Arsenal, Naval Shipyard, Defense Supply Agency, Naval Publications and Forms Center, General Electric Company, Joint Pipefitting Apprenticeship Committee

New Project: Yes X

No

Purpose(s) of Proposal:

Curriculum
X Instruction
Staff Development
Facilities and/or Equipment Installation
Job Placement
Other

Degree of Implementation:

X Fully Operational
Partially Operational
Non Operational

Budget: $119,734.00

Proposal Number: 12-6138

Category: Part B, Adult Preparatory

Project Description

This project made vocational training available to out-of-school youth and adults to enable them to develop the required skills to become employable or to upgrade their present skills. The project was expected to establish approximately 200 classes at 20 locations and to enroll 10,000 students.

Project History

This was a new project which was approved for funding for the 1975-76 school year.

Project Objectives as Stated in Proposal

Approximately 200 classes will be established and maintained during the period covered by this proposal. These classes will be at 20 different sites throughout the city, including, but not limited to, the Frankford Arsenal, Naval Shipyard, General Electric Company, all standard evening high schools, and the Defense Supply Agency. These classes will cover coursework in the trade and industrial, as well as office and technical occupational areas.

Project Implementation

The Adult Vocational Educational Program provided services to two separate student populations. One consisted of those students who were enrolled in and received vocational training in one of five standard evening high school programs. The standard evening program provided opportunities to any who enrolled in the program to receive training that would enable them to secure a job or to upgrade their present skills. The students were usually inner-city youth or adults who were unemployed or under-employed and who could benefit from the training experience. The other population consisted of persons enrolled in certified apprenticeship programs who were in the process of meeting the requirements of journeyman in their respective trades.

The schools that participated in the standard evening program provided instruction four evenings per week. In most cases, students attended school for two of the four evenings. Usually, classes were scheduled for Monday and Wednesday, or Tuesday and Thursday. The classes started at 6:45 p.m. and ended at 10:10 p.m. Students participating in the apprenticeship program attended school at various times. Some students at Frankford Arsenal and the Naval Shipyard attended school five days a week from 7:30 a.m. to 4:00 p.m. Others were enrolled in programs that met one or two evenings a week. Some apprentice students attended school during the summer months only. Training schedules depended on work location and the type of trade that was being acquired.

The apprenticeship training programs were located in area vocational technical schools and in selected government agencies. Visits were made to four schools involved in the standard evening programs and to three of the locations providing apprenticeship training. In total, 16 visits were made to seven project sites to observe students in approximately 80 individual class situations. In addition to classroom observations, interviews were conducted with students to determine how they felt about the type of classroom or shop instruction they were receiving.

Students in the auto shop at Franklin, sewing class at South Philadelphia, and typing classes at West Philadelphia stated that they were satisfied with their training program and looked forward to attending the classes. The students enrolled in the sewing class stated that the sewing machines were always in need of repair, thereby limiting the types of shop activities in which they could engage. The principal stated that he was aware of the problem. Onsite observations confirmed that the project was functioning as required at the visited locations.

Project Outcomes: Evaluation Questions

1. What sites were established to make vocational education available to students?

The proposal stated that 20 vocational programs would be established at 16 different locations to make vocational training available to out of school youth and adults. Interviews conducted with project personnel, reviews of project records, and visits to project locations confirmed that the required number of programs was established and implemented. Programs were offered at the five standard evening high schools, at three area vocational technical schools, and at Girls High School. Programs were also established at the General Electric Company and at selected government agencies such as the Frankford Arsenal, the Naval Shipyard, and the Defense Supply Agency.

2. What vocational courses were offered to participating students?

One hundred and fifty-one individual vocational classes were established across all project locations. Participating students had the opportunity to learn one of approximately 35 different vocational trades. Course offerings ranged from the traditional vocational courses found in the regular Standard Evening High Schools, to specialized courses offered to specific students to meet the requirements of various apprenticeship training programs. The courses that were available to students in the regular adult and in the apprenticeship programs are listed in Table 1.

Table 1

Vocational Courses Available to Participating Students

Standard Evening Program	Apprenticeship Training Program
Bookkeeping*	Electronics
Clerical Practice	Plumbing
Distribution	Sheet Metal
Office Practice*	Electricity
Shorthand*	Mason-Tile Setting
Typing*	Tool-Die
Auto Mechanics*	Woodworking
Dress Making	Lithography
Electronics*	Steamfitting
Power Sewing Machine Operator	Machine Shop
Upholstering	Heavy Equipment Operation
Woodworking*	Welding
Home Economics	Painting
Bookkeeping and Accounting	Carpentry
Machine Shop*	Millwright
Tailoring	Drafting
	Air Conditioning and Refrigeration
	Typing
	Stenography
	Blueprint
	Introduction to Computers
	Data Processing
	Auto Mechnics
	Masonry
	Machine Shop

*Course available at several locations

In many cases, the courses provided by the schools involved in the standard evening and apprenticeship programs were available at many locations. Courses in business education were offered at each standard evening school. Franklin Standard offered seven trade and industrial courses. That was the largest group of trade and industrial courses offered by one standard evening school. Northeast offered five courses. South Philadelphia and West Philadelphia had one Trade and Industrial course, while King had none. In general, students had a variety of courses to choose from and selected the school location that best met their needs.

3. How many students participated in the total vocational program?

Attendance records from individual sites were reviewed to determine the total number of students who participated in the project. Project records indicated that a total of 4,865 students were enrolled in vocational classes at 20 locations. The majority of the adult students in the program were enrolled in the standard evening schools.

A total of 3,396 students participated in the various vocational courses offered at the five schools. Northeast had the largest enrollment, with 977 students. Franklin was second with 801, followed by West Philadelphia with 620, South Philadelphia with 579, and King with 378 students. In addition, 41 mentally retarded students were enrolled in a vocational program at Girls High. The apprenticeship program provided training opportunities for 1,469 students enrolled in courses at Dobbins, Mastbaum, J. F. Kennedy Center, Girls High School, and selected government agencies.

4. What was the average rate of student attendance at individual sites?

Attendance records were reviewed and discussed with selected school personnel during onsite visits to school locations. Personnel involved in the standard evening program stated that student attendance was approximately 70%. Attendance was generally highest during the first half of the evening. At some locations, students would leave school after the break between classes. This trend was confirmed by observations made during classroom visits.

School personnel stated that the business education curriculum was the foundation of most of the courses offered to students in the standard evening program. The majority of the students attracted to those courses were female. School personnel stated that many of the female students were afraid to remain in school until the class was over because they had to leave the building alone at a late hour. In the apprenticeship program, school attendance is a major requirement and the apprentice must satisfy that requirement to be admitted into the trade. The rate of attendance was about 90%. Student attendance in the Apprenticeship program will be a major focus of the 1976-77 evaluation.

5. What was the average class size?

Student attendance and enrollment figures were reviewed to determine the average number of students assigned to each class. A review of the data revealed that 151 classes were established throughout the project. The Standard Evening program including the classes at Girls High School had 98 individual classes in operation. The Apprenticeship program had a total of 53 classes operating during the same period.

The size of the classes in the Apprenticeship program was smaller than the classes in the Standard Evening program. That finding was expected, however, because the Standard Evening program has an open enrollment policy. Entry into an apprenticeship class is based on labor and union requirements which govern the number of apprenticeships that are available during a given school year. A summary of the enrollment data indicated that the average class size in the Apprenticeship program was 28, compared to 35 in the Standard Evening program. The average class size for the total program was 32, which is similar to the size of the classes found in the regular public schools.

Discussion

The major objective of the project was met. Out-of-school youth and adults were provided with vocational and technical training in a wide variety of courses. Programs were established and implemented in the five standard evening high schools, at three area vocational technical schools, and at selected government and private agencies. Approximately 151 courses were established and maintained for that purpose during the period covered by the proposal.

Conclusions and Recommendations

The project provided a wide range of vocational instruction to persons interested in upgrading their present skills or in learning new skills which would make them employable. Approximately 4,865 students were enrolled in 151 vocational classes throughout the project. Training was offered across a broad range of vocational and technical subjects. Participating students had an opportunity to learn one of 31 different vocational trades. Training was provided to two different student populations. Some students were enrolled in the Standard Evening program which was available to out-of-school youth and adults who wished to enroll. Training was also provided to persons participating in apprenticeships. In general, a comprehensive program of training and retraining was provided to students enrolled in regular, special vocational, and technical, education courses.

Bilingual Tutor for EMR Occupational Trainees - Douglas

Administrative Information

Project Area: Special Education

Person Responsible for Project: Mr. Irving Blau

Location: Douglas School

New Project: Yes __X__

No ______

Purpose(s) of Proposal:

______ Curriculum
__X__ Instruction
______ Staff Development
______ Facilities and/or Equipment Installation
______ Job Placement
______ Other

Degree of Implementation:

__x__ Fully Operational
______ Partially Operational
______ Non Operational

Budget: $33,500.00

Proposal Number: 17-6008

Category: Part B, Handicapped

Project Description

The project provided for the services of a bilingual teacher-tutor who assisted vocational instructors in the shop instruction of Spanish-speaking EMR students.

Project History

This was a new project which was approved for funding for the 1975-76 school year.

Project Objectives as Stated in Proposal

1. To provide bilingual assistance to craft instructors having Spanish-speaking students enrolled in their shops.

2. To prepare English-language-impaired EMR students to meet the needs of the working world and for job placement.

3. To provide for any necessary home visits by Spanish-speaking professionals.

4. To prevent or reduce dropout rate of Spanish-speaking students by conversing with them in their "primary" language.

Project Implementation

The instructional activities of the tutor were observed on ten occasions to determine if Spanish-speaking students who were not proficient in English were being exposed to and instructed in the functional use of English that related to the world of work. Instruction was provided to students individually and in small groups of three to four students. The bilingual tutor assisted vocational instructors and students in six vocational areas: food service, hospital practice, laundry, dry cleaning, business workshop, power sewing, and woodshop. Assistance was provided to students in the shop area and in the tutor's classroom depending on the needs of the vocational instructor and student. Students were assigned to the bilingual tutor on a rotating basis.

Approximately 90 Spanish-speaking students were enrolled at the Douglas School. Twenty-nine of those students were found to be in need of the services provided by the bilingual tutor. The tutor provided service to an average of 11 to 18 students a day. Students normally spent one period a day with the tutor several times a week. During the period, the tutor would assist the students in gaining a better understanding of the required vocational vocabulary and instruct them in the functional aspects of getting and keeping a job. Those activities normally dealt with the procedures used in filling out a job application, understanding and using the want ads, and understanding payroll procedures.

Utilizing those materials, the bilingual tutor also taught basic math and reading, utilizing Spanish and English in his classroom instruction. Classroom activities and discussion were observed and compared with activities in the lesson plan. While specific activities were not always in progress at the time of each onsite observation, they were outlined in the lesson plan and were either presented earlier or later during the tutoring schedule.

Project Outcomes: Evaluation Questions

1. Did students acquire the technical vocabulary required to function in a vocational area?

The bilingual tutor rated students on their ability to acquire the functional vocabulary necessary to be successful in a vocational setting. In addition, students were rated on their understanding of the procedures involved in locating employment. The results of the ratings are presented in Tables 1 and 2.

Table 1

Bilingual Tutors' Rating of Student Progress

	Number of Students Receiving Each Grade	
Teacher Ratings	First Reporting Period	Final Reporting Period
A	5	6
B	6	6
	(M=2.3)	(M=2.5)
C	12	14
D	6	3

In the final rating period, students received the following ratings: six A's, six B's, 14 C's, and three D's. While a total of 12 students received ratings of A and B, the teacher stated that the ratings do not accurately reflect students' abilities to achieve the objectives as stated above. The ratings in Table 1 should be interpreted in terms of the ability of students to learn whatever instructional material was presented to them. In the majority of cases, the technical vocabulary was too difficult for the students to acquire.

Spanish-speaking students enrolled at the Stephen A. Douglas School had two specific problems that had to be resolved. In addition to having a language problem, they were classified as being educable mentally retarded. In many cases, students had to be taught the fundamental functional English terms and number facts before they could begin to learn the technical vocabulary. In some cases, students did not progress past the English and number facts.

Table 2

Evaluation of Students' Ability to Achieve the Required Instructional Objectives

	Number of Students in Each Evaluative Category			
Instructional Objectives	Displayed Competency	Limited Competency	No Competency	Total
1. Students were able to identify a source of community help in locating a job, e.g., state employment agency, private agencies, and vocational rehabilitation office.	7	20	2	29
2. Students were able to locate the employment office within a local industry.	11	16	2	29
3. Students could demonstrate an appropriate procedure for inquiring about job opportunities at a local industry.	8	18	3	29
4. Students were able to accurately fill out a job application form.	10	19	0	29
5. Students could explain why it is important to be on time every day at a job.	27	2	0	29
6. Students obtained a social security number and kept it accessible.	29	0	0	29
7. Students were able to identify jobs which were generally within their ability.	10	18	1	29
8. Students were able to demonstrate the use of a time clock.	27	2	0	29

As indicated in Table 2, the majority of the students developed an understanding of the procedures related to employment activity.

2. Did the assistance provided by the bilingual tutor contribute to the rate of success of Spanish-speaking students enrolled in vocational courses?

As stated earlier, the Spanish-speaking students who required the services of the bilingual tutor spent most of the school year acquiring basic language skills. Some instructional time was devoted to teaching the technical vocabulary required in the shops. No meaningful relationship between the assistance provided and success in a vocational area could be established. The ratings received by students in vocational courses are presented in Table 3. They are presented to indicate the general level of achievement obtained by these students in vocational areas.

Table 3

Ratings Received by Participating Students in Vocational Classes

	Number of Students Receiving Each Rating					
Vocational Class	A	B	C	D	E	Total
Food Service	0	4	2	1	0	7
Hospital Practice	0	3	4	0	0	7
Laundry & Dry Cleaning	0	1	2	0	1	4
Business Workshop	0	1	3	0	0	4
Power Sewing	0	8	3	2	0	13
					Total	35*

*Some students were assigned to more than one course.

3. Did the presence of the bilingual tutor motivate Spanish-speaking students to attend school?

Attendance figures for the 1975-76 school year were collected for students who participated in the project. A review of the data indicated that students in the project had an average daily attendance rate of 74%. The attendance rate of project students was compared to the average daily attendance of the total school population for the previous three years, which was 63%. The attendance rate of the general school population was considerably lower than the 74% rate obtained by project students. While many factors affect school attendance, the presence of a bilingual tutor with the ability to converse with students in their primary language was a positive factor.

Discussion

The basic objectives of the project were met. The vocational instructors were provided the services of a bilingual staff person who assisted in the instruction of Spanish-speaking students enrolled in vocational shops. The majority of the students assigned to the tutor were in need of instruction in very basic and functional English; consequently, little time was spent on learning the shop vocabulary. Students were exposed, however, to the procedures of getting a job and the responsibilities of a worker in today's society.

Conclusions and Recommendations

In the majority of cases, project staff had to focus their attention on areas of instruction that were not directly related to vocational training. Nevertheless, vocational students did benefit from the services provided by the project. Students were exposed to ideas and concepts of industry, its needs and requirements. As students develop a better understanding of the language, instructors should begin to cover the vocational aspects of the trades. Some students should be able to attain this goal next year. The project should be continued.

Catto Mini Vocational School

Administrative Information

Project Area: Special Education

Person Responsible for Project: Mr. Irving Blau

Location: Octavius Catto Special Center

New Project: [✓ Yes]

No

Purpose(s) of Proposal:

Curriculum
[✓ Instruction]
Staff Development
Facilities and/or Equipment Installation
[✓ Job Placement]
Other

Degree of Implementation:

[✓ Fully Operational]
Partially Operational
Non Operational

Budget: $35,729.00

Proposal Number: 17-6033

Category: Part B, Handicapped

Project Description

The Catto School organized a program designed to meet the needs of those students who were unable to make an adequate adjustment to a regular school program. The project provided specialized training in a new restaurant practice course in addition to the existing vocational programs. The program also provided employment counseling and job placement services to the students who needed an incentive to stay in school until graduation. That aspect of the program was the responsibility of the job coordinator who was hired for that purpose.

Project Objectives as Stated in the Proposal

1. To help students develop basic job related skills, attitudes, and understandings which will enable them to live economically productive lives.

2. To use the classrooms as a laboratory or skills center in which actual work experiences can be shared, examined, and analyzed.

3. To help students prepare for and adjust to the world of occupational experiences.

4. To provide remedial work, through job related exercises in basic handwriting, arithmetic, spelling, and oral communications.

5. To develop a knowledge and understanding of techniqes used in job-seeking, employment testing, and job interview.

6. To acquaint the youth with laws relating to employment of youth, including regulations as to age, hours of employment, wages, type of employment, etc.

7. To provide an opportunity for investigation of career opportunities and areas of vocational interest in the light of newly acquired experience.

8. To develop a knowledge, understanding and appreciation of management's point of view in their attempts to carry out responsibilities.

Observations

Ten onsite visits were made to Catto Vocational School this year. The school provides vocational training for students with special needs in the following areas: Tailoring, Leather, Auto Repair, Carpentry, Art, Custodial Services and Restaurant Practices. Observations were conducted in each instructional area. The major focus, however, was on the restaurant practice course because it was established this year to provide additional training opportunities for participating students.

Students in all classes spent half of the day in the shop activity and the rest of the day in a related academic class. Visits were made to each vocational shop, and students were observed working on their individual shop projects. In addition to vocational and academic training, selected students were exposed to counseling activities. Four pre-employment counseling sessions which were conducted by the job coordinator were observed. Students discussed employment and other problems freely.

Fifteen students were enrolled in the Restaurant Practice Course. Nine students were enrolled in the morning class. The remaining six students were employed on outside jobs during the morning and attended the class in the afternoon. On each occasion students were observed preparing the food that would be served to the school faculty during the lunch period. The students prepared hot lunches for the school staff on a daily basis. Observations conducted in the school cafeteria during the various lunch periods revealed that the majority of the school staff had lunch in the cafeteria.

Project Outcomes: Evaluation Questions

1. What part of the total population was served by the job coordinator?

Student enrollment at the Catto School for the 1975-76 school year was 233. The average daily attendance for the same period was approximately 55%. All of the students who attended school on a regular basis benefitted from the services provided by the job coordinator. The services included pre-employment counseling, job placement activities, and direct supervision of working students. Pre-employment counseling was provided to students in group sessions in their shop areas. Individual counseling sessions were held with students before they were placed on jobs and during the job coordinators' direct supervision of the work activity on the job site. Students who were placed on jobs were recruited from each vocational shop within the school. Job placement data are presented in Table 1.

Table 1

Number of Students Placed on Jobs From Each Vocational Area

Vocational Training Area	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	June	Tot
Carpentry		1							1		2
Building Maintenance*		12	1	3	1	2	2	1		1	23
Leather Shoe Repair		1			1						2
Restaurant		11	2	3	3	4	5	2	7	2	39
Auto Repair		1	2	1				2			6
Art						2					2
Tailoring				1			2		1		4
Total		26	5	8	5	8	9	5	9	3	78

*Students paid from Neighborhood Youth Corps funds

The majority of students placed on jobs were students from the restaurant practice course. The job coordinator was able to place the restaurant students in job situations that related directly to the food service industry. Students from the other vocational courses were placed on jobs unrelated to their vocational training.

To date, 78 students were placed on jobs by the job coordinator. Of that number, 55 students were placed in 26 positions on the basis of the coordinator's ability to sell the employer on the idea of hiring students from the Catto School. The remaining 23 positions were supported by the Neighborhood Youth Corps (NYC) which provided funds to pay the salaries of working students. Table 2 presents the total amount of earnings acquired by working students by the month and for the 1975-76 school year.

Table 2

Student Earnings

Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	June	Total
	$1,586	$1,930	$2,176	$2,760	$3,308	$3,616	$2,270	$2,487	$2,855	$22,988

*Includes $10,000 in Neighborhood Youth Corps funds

2. In what manner was the restaurant cluster implemented?

Students who expressed a desire to work and whose school attendance indicated that they might be successful in a job situation would first be placed in a job in the school, under the Neighborhood Youth Corps program. When the student demonstrated that he was able to handle the responsiblities of working, he would be taken out of his course and placed in a restaurant practice course, for training and observation. When employment opportunities were developed, the job coordinator would assign students to them from the restaurant course. Thirty-nine students were exposed to two vocational areas utilizing that method.

The restaurant cluster provided additional training opportunities which would lead to possible employment. The job coordinator stated during interviews, that in the process of developing employment situations, he determined that employment opportunities were greater for students at Catto who had training in the food service area.

Job placement possibilities directly related to the other vocational courses were somewhat limited. Interviews conducted with the principal confirmed that the job opportunities available to students with a background in food services had begun to motivate students to apply for the course and to improve their attendance once they entered the course. In many cases, the course provided an opportunity for the school staff to evaluate prospective students who were thought to be ready for employment.

Discussion

To a great extent the objectives of the project were achieved. The project provided students with the opportunity to develop job related skills that would assist them to prepare for and to adjust to work experiences. Students developed the techniques used in job-seeking, employment testing, and job interviews in real job situations created by the job coordinator. In restaurant practice, students improved their skills in writing, arithmetic, spelling and oral communications skills by waiting on customers and working at the cash register. The counseling sessions and employment experiences provided some students with training and motivation that may help them to be economically productive.

Conclusions and Recommendations

The project was able to function in a manner that was consistent with the requirements of the proposal. One major recommendation appears to be in order as a result of onsite observations, conducting interviews, and reviewing project data. That recommendation relates to the vocational courses offered at the Catto School. Employment opportunities available to students completing training in the carpentry and leather classes appear to be extremely limited. These courses should be replaced with others that provide more potential of obtaining employment when students complete the training experiences. Course replacement should be based on the employment needs of the community.

Computer Assisted Guidance in Education

Administrative Information

Project Area: All Fields

Person Responsible for Project: Gary Brookstein and Leon Shore

Locations: Writing of Materials and Computer Programming: Office of Instructional Systems

In-School Implementation: Jones, Masterman, Penn Treaty, Stoddart-Fleisher Junior High Schools
Lamberton Elementary School

New Project: Yes ______

No __X__

Purpose(s) of Proposal:

__X__ Curriculum
__X__ Instruction
______ Staff Development
______ Facilities and/or Equipment Installation
______ Job Placement
______ Other

Degree of Implementation:

__X__ Fully Operational
______ Partially Operational
______ Non Operational

Budget: $28,928.00

Proposal Number: 13-6140

Category: Part B, Disadvantaged

Project Description

CAGE was a program designed to provide middle school students with an awareness of the characteristics of jobs, occupational clusters, information about school curricula and other data appropriate for occupational exploration and preliminary decision-making for high school course selection. First, students utilized a workbook in the classroom, with the assistance of either a teacher or a counselor, from which they learned about occupations, clusters, decision-making procedures and how all of these characteristics related to themselves. When the students had completed the questionnaires in the workbook, their responses about their own traits were fed into the computer to await their on-line activities. The computer cross matched their traits with the occupations on file and indicated to the student which occupations would potentially be suitable for him. The on-line data available consisted of definitions of 455 occupations, which have been categorized into 15 clusters. Students could ask questions about the educational requirements, employment outlook (both local and national), rates of pay, advancement opportunities, working conditions, and where to go for more information about all of these occupations.

Project History

CAGE has been in operation for slightly more than two years. Initial efforts were devoted to the development of all materials necessary to prepare the workbook for field testing and to do the necessary research for each occupation. Subsequent efforts were devoted to writing all of the computer programs necessary to carry out the on-line phase of the program, and to refine the contents of the workbook in terms of reading level and maintenance of the highest grade levels. The present year has been devoted to the utilization of all phases of the program at several schools where students have differing achievement levels. The computer terminal has been used extensively, and efforts have been made to eliminate problems which have occurred in the initial programming.

Project Objectives as Stated in Proposal

1. To assist students in developing more effective career decision-making skills.
2. Based upon the above objective, students will be able to identify 15 career clusters and the occupations within each cluster.
3. Students will explore occupations based upon or related to their own worker-trait profiles.

Should additional funding become available, the following objective will be explored: (1) the 29 CAGE worker-traits as defined in an earlier proposal, will be examined to determine their importance to the students.

Project Implementation

Because of funding difficulties, it was decided to carry out the program during the first half of the year on an intensive basis, and to achieve whatever additional goals could be met during the second half of the school year without federal support. Therefore, those objectives for which funding had been made available for the first half of the school year were examined for the entire school year (to June 30).

Observations of the CAGE program were made at all sites throughout the school year. The first half of the year was largely devoted to the viewing of workbook activities, while during the second half of the year activities on the terminal were seen. Each teacher or counselor used the CAGE lesson plan as a guide when reviewing the workbook with the students.

Project Outcomes: Evaluation Questions

1. How many periods are necessary to complete the workbook aspect of CAGE?

With the exception of one school, two class periods were necessary to complete the workbook phase of the program. At one school, Lamberton, this phase of the CAGE program took one period. It is believed by both the counselor and the project manager that the reason the students at Lamberton completed the workbook in a shorter period of time than at the other schools was due to the fact that the reading scores at Lamberton were higher than elsewhere. It should be remembered, however, that the reading level of the workbook itself had been checked, and both the Botel and Cloze Tests generally indicated a reading level of Grade 7. The reading level of the workbook would seem to be acceptable for use with the test classes.

2. What is the average on-line time utilized by students?

In most cases, two sessions at the terminal cover the basic information necessary for students to utilize all phases of the CAGE program. The first on-line exposure which the students receive takes about 12 minutes. This is followed by a second exposure on the terminal which takes an average of 28 minutes. This average has been compiled by the Instructional Systems Division, based on terminal records.

It is possible for students to utilize the terminal for a third time, where the school situation permits. At one school where this was possible, about 25% of the students did so. This third session is devoted to an investigation of those jobs not inquired about during the second session. The average inquiry takes about 28 minutes and generally covers three or four job titles.

3. Is there a significant change in occupational awareness as defined by CAGE as a result of participating in the program?

A pre-test was administered to each of the participants prior to the introduction of the workbook. At the conclusion of each student's completion of the workbook a post-test was administered. Pre- and post-test results were compared using a correlated t - test design, on a school-by-school basis, within grade levels. Of the five tests, one was significant beyong the .001 level while the other four were not significant. Table 1 shows the results of these tests.

Table 1

Comparison of Pre- and Post-Test Sessions in Four Schools

School	Grade	N	Mean Pre-Test	Mean Post-Test	t	
Penn Treaty	9	61	10.52	10.77	.61	N.S.
Stoddart Fleisher	9	43	10.99	11.58	1.57	N.S.
Jones	9	41	12.59	13.10	1.64	N.S.
Lamberton	9	24	13.46	13.63	.50	N.S.
Lamberton	8	145	10.42	11.98	8.00	pc.001

From the data in Table 1, it can be concluded that there was no significant increase in knowledge, as measured by this instrument, except in one setting (Lamberton, Grade 8). While the change at Lamberton was statistically significant, the magnitude of the change is not large enough to be of much practical importance.

Discussion

It is difficult to demonstrate clear-cut program achievement on the basis of results to date. Much time has been devoted to making those computer program changes necessary in order to carry out the program as planned. Earlier in the year, it was stated that all corrections relating to the programming of the computer had been made. As more and more students were available to access the files, however, a great number of problems began to arise. Unfortunately, at one school, so many problems relating to computer use arose that the use of the terminal was abandoned. At other centers, as problems arose, the computer program was changed until they were solved. At the same time, several changes were made in the substantive portion of the program within certain categories. For example, the description of elements within a particular job might be changed as needed, based upon the experiences of the students. Changes were also made to improve the clarity of some of the directions given to the students.

Because the project received funding for only the first half of the school year, these changes were made using personnel from other projects within the department. This situation resulted in a loss of efficiency. Long-range decisions about the project are therefore difficult to render.

Conclusions and Recommendations

In view of the lack of financial support for this project, one must suspend judgment on its effectiveness at the present time. Since its allied project - VICS - has been demonstrated to be an effective program, the project directors have suggested that CAGE efforts be incorporated into the VICS program as one phase of its operation. This suggestion would seem to have merit. It would reduce the need to access a different set of rules for information which could be included within the existing program. In addition, when programming changes need to be made, they would only have to be done once, rather than twice.

It is also clear that job descriptions within the CAGE program need to be reduced in complexity so that all students understand them. Additional data should be collected regarding the reading level of the materials and appropriate changes should be made, if necessary.

Consumer and Homemaking for Retarded Trainables

Administrative Information

Project Area: Special Education and Home Economics

Persons Responsible for Project: Mr. Irving Blau
Mrs. Frances Chwalinska

Locations: Full time: Muhr, Spruance, Brooks Educational Center, Bartlett
Part time: Hill, Elverson, Frederick Douglass, Read, Sullivan, Poe, McClure, and Leidy

New Project: Yes ______
No __X__

Purpose(s) of Proposal:

______ Curriculum
__X__ Instruction
______ Staff Development
______ Facilities and/or Equipment Installation
______ Job Placement
______ Other

Degree of Implementation:

__X__ Fully Operational
______ Partially Operational
______ Non Operational

Budget: $132,981.43

Proposal Number: 22-5828

Category: Part F, Consumer and Homemaking

Project Description

The project is designed to help retarded trainable students become more self-sufficient through emphasis on the development of skills in personal care, home management, and consumer education. It is aimed primarily at retarded trainable students who are enrolled in home economics classes.

Project History

The project began in 1969. Observations conducted during the 1972-73 school year revealed that students were willing to learn and were very cooperative. Since 1973, the major emphasis on the part of consumer and homemaking teachers was directed toward the identification of those skills required to make students self-sufficient. The activity resulted in the establishment of a skills checklist which identified six major areas of instruction. The checklist was used during the 1974-75 school year for the first time in a uniform way throughout the program to assess student achievement. The majority of the 243 students in the sample were rated satisfactory in all categories by participating teachers.

Project Objectives as Stated in Proposal

1. To continue to develop a program of consumer and homemaking education to meet the needs of multi-handicapped.
2. To help retarded trainable students develop those skills of personal care which will make them self-sufficient.
3. To help retarded trainable students develop the skills which make them eligible for additional training for employment in sheltered workshops.
4. To conduct staff development for all homemaking teachers assigned to retarded trainable students in the Philadelphia schools.

Project Implementation

Homemaking teachers continued to provide educational experiences directed toward making retarded trainable students self-sufficient. Consumer and homemaking teachers from Muhr, Bartlett, Brooks and Spruance focused on the assessment of pre-vocational skills acquired by students during the school year.

Twenty-two onsite visits were made to observe project activities. Classroom activities were observed and compared with the skills checklist which was used to assess student progress. Classroom observations confirmed that homemaking teachers were covering similar subject matter and utilizing uniform criteria to assess student progress. During the visits to Muhr and Bartlett, the teachers were observed teaching students the techniques of clothing maintenance and repair. Students at Brooks and Spruance were observed participating in cooking and meal-planning sessions.

Project Outcomes: Evaluation Questions

1. In what specific pre-vocational activities did participating students engage?

The curriculum presented to retarded trainable students in consumer and homemaking was based on 150 tasks outlined in the skills checklist. The skills checklist was developed by the home economics teachers involved in the project during staff development sessions held during the 1972-73 school year. Six broad subject areas are identified on the checklist. They provide learning activities in care and construction of clothing, preparation of foods, consumer education and the development of good classroom work habits, personal care, and social and occupational adjustment. Individual progress charts were maintained on all participating students to determine their areas of involvement and levels of progress. Individual student records from Muhr, Bartlett, Brooks and Spruance were reviewed in January and again in June to determine the instructional areas in which students at those locations participated.

Brooks, Muhr and Bartlett provided some instruction in each of the six subject areas. At Spruance the homemaking teacher provided learning activities in three of the six subject areas. She did not cover clothing skills, consumer education and personal grooming. She felt the interests of her students were best served by concentrating her instruction in those subject areas where she thought her students needed the most help.

2. Did participating students continue to show improvement in the skill areas indicated on the Skills Checklist?

The progress chart of each assigned to Muhr, Bartlett, Brooks and Spruance was reviewed in January and May of 1976. Any change in the students' rate of progress was indicated at that time. In January, the homemaking teacher at that time received a satisfactory rating in all areas. Twenty students were listed as needing additional help in the development of classroom work habits. A review of the progress of 69 students at Spruance revealed that 48 students required continued instruction in various subject areas to bring them to a satisfactory level of achievement. The assessment of 89 students at Brooks and 38 students at Bartlett indicated that students at those schools were making acceptable progress. The review conducted in May showed little change in the trend that was established in January.

To determine overall areas of improvement, the result of the May assessment was compared to the progress made by students during the 1974-75 school year. The results are summarized in Table 1.

Table 1

Teachers' Rating of Student Achievement For the School Years 1974-75 and 1975-76*

	Teacher Ratings					
	Satisfactory		Shows Improvement		Unsatisfactory	
Classroom Skills	1974-75	1975-76	1974-75	1975-76	1974-75	1975-76
Attention	58%	67%	34%	31%	8%	2%
Visual	81%	71%	16%	29%	2%	0%
Tactile	78%	69%	20%	31%	4%	0%
Perceptual and Motor	71%	63%	23%	36%	5%	1%
Clothing Skills						
Care	79%	88%	18%	11%	3%	1%
Construction	52%	53%	37%	45%	11%	2%
Food Skills						
Eating	83%	95%	13%	5%	3%	0%
Preparation	69%	64%	25%	36%	5%	0%
Consumer & Management						
Consumer	51%	57%	38%	41%	11%	2%
Management	53%	58%	39%	40%	7%	2%
Personal Care						
Grooming	72%	95%	25%	4%	4%	1%
Social & Occupational						
Occupational	69%	64%	24%	34%	6%	2%
Social	64%	87%	31%	11%	5%	2%

*N=234 for 1974-75
N=284 for 1975-76

In general, students who participated in the program this year continued to make satisfactory progress. During the 1975-76 school year, fewer students were rated as being unsatisfactory. The majority of the students who received unsatisfactory ratings last year made sufficient progress during the 1975-76 school year to be placed in the category of "Shows Improvement."

3. What activities were planned and implemented at staff development sessions?

A staff development session was conducted at Northeast High School. The five-hour session brought together state and local personnel to discuss and improve the writing of instructional materials and objectives. State personnel provided examples and other documentation emphasizing the needs for a new approach in writing curriculum objectives. As a result of the session, teams were established which have the responsibility of planning and coordinating future meetings.

Discussion

The objectives of the project were met. The project was successful in providing retarded trainable students with instruction that was designed to make them self-sufficient in specific areas.

Conclusions and Recommendations

Classroom activities in consumer and homemaking classes were directed toward the development of those skills which would be assessed by teachers during the school year. The teachers utilized uniform criteria to determine individual student achievement. A review of the results indicated that the majority of students were rated as making satisfactory progress. Students in need of additional help were also identified. This program should continue so that further assistance can be provided to students.

Consumer and Homemaking Education in Continuing Education Centers

Project Area: Consumer and Homemaking

Person Responsible for Project: Mrs. Frances Chwalinska

Locations: North Central, Germantown, and University City Continuing
Education Centers; Osteopathic Hospital; Pennsylvania
Lying-In Hospital; and Kensington YWCA

New Project: Yes ____

No __X__

Purpose(s) of Proposal

__X__ Curriculum
__X__ Instruction
____ Staff Development
____ Facilities and/or Equipment Installation
____ Job Placement
____ Other (Career Awareness and Pre-Employment Counseling)

Degree of Implementation

__X__ Fully Operational
____ Partially Operational
____ Non Operational

Budget: $46,752.49

Proposal Number: 22-6006

Category: Part F, Consumer and Homemaking

Project Description

This project provided pregnant students with a variety of educational experiences in such areas as nutrition, consumerism, personal hygiene, child psychology, and pre- and post-natal care of infants. Three itinerant Home Economics teachers worked with the students at various sites stressing the responsibilities and rewards of being good mothers and good students.

Project History

The Consumer and Homemaking Education in Continuing Education Centers program was launched in 1971. From its very inception it has enjoyed success in providing valuable and expedient instruction to pregnant students. During the current school year the program's staff was increased to three full-time Home Economics instructors who taught at six different sites.

Project Objectives as Stated in Proposal

1. To provide pregnant teen-agers with instruction and experiences in child care, nutrition, management, consumer education and personal care and grooming.

2. The instructors will develop and assemble curriculum materials and instructional aids to meet the needs of pregnant teen-agers and teen-aged parents.

3. To help the pregnant teen-ager to learn to cope with the responsibilities and problems involved in being parent, student, and family member.

4. To make the teen-ager aware of her responsibilities in meeting the growth and developmental needs of her child.

5. To encourage the teen-ager parent to become aware of and to effectively use opportunities for developing management skills.

Project Implementation

During the school year 14 observations were conducted of this project. These involved visits to all sites at which the three instructors were assigned to teach. Activities varied greatly among the locations, but student response was uniformly one of great interest. Students were generally very attentive. The instructors likewise appeared well-prepared and keenly interested in urging students to question anything they did not fully understand. Some classes involved student discussions while others made use of interesting audio-visual materials. On several occasions participants were observed involved in hands-on experiences. Facilities at the various sites, in general, were deemed by the evaluator to be adequate.

Project Outcomes: Evaluation Questions

1. How many students were enrolled in the program?

According to the records maintained by the Office of Comprehensive Services for School-Age Parents, a total of 590 pregnant teen-agers were enrolled in this program during the current school year. Attendance forms submitted by the three Home Economics teachers for the months of October, 1975 through May, 1976 revealed that these students attended a total of 4,335 class sessions. On the average, therefore, each girl received approximately eight class periods of intensive instruction in those areas deemed important to the expectant teen-ager.

2. What curriculum materials have been developed for the program?

Two of the Home Economics teachers concentrated their classroom efforts in the areas of consumerism and the physical care of infants. During the course of the year they devised a brief learning packet entitled "Family Living." It sought to provide students with some ideas as to how a harmonious and healthy relationship can be established between and among family members. The third member of the staff dealt primarily with child development. Budgetary restrictions prevented her from providing the students with learning packets, but she did compile an extensive list of appropriate learning materials for the classroom.

3. In what general activities were the enrolled students engaged during classroom sessions?

As noted, observations revealed that the instructors appeared to relate well to their students. Learning activities were both relevant and interesting. Among audio-visual activities observed were films and sound-on-slide presentations dealing with the ways children deal with fear, physical development during the first 24 months of childhood, pre-natal care, and the development of language.

Classroom discussions included those pertaining to baby formulas, infants' clothing, advertising, and bathing the baby. Hands-on experiences observed involved the participants constructing toys and devising books for their babies. Students generally were cooperative and attentive while engaged in all activities.

4. Were the students satisfied with the program?

5. What changes might be made in the program?

In order to answer these questions, the students enrolled in the program were requested to complete questionnaires. Unfortunately, only 65 such questionnaires were returned to the Office of Research and Evaluation. In response to the question, "Is what you learned in the Continuing Education Home Economics course of use to you?", all 65 respondents answered in the affirmative. As for suggestions to improve the course, 58 replied that they had no changes to suggest. The seven students who listed suggestions made requests that more class sessions be provided, sewing activities be offered, and more audio-visual presentations be included in the program.

Discussion

The objectives of the Consumer and Homemaking Education in Continuing Education Centers program were attained to a satisfactory degree. Project personnel provided a necessary and interesting learning experience to expectant students in a variety of areas relating to consumer and homemaking education.

Conclusions and Recommendations

As documented in previous evaluations, this project continues to fill a definite need in the lives of pregnant teen-agers. This year's expanded staff has been able to provide a more comprehensive program than had previously been offered. Their enthusiasm is indicative of a strong commitment to the project and its participants.

It is recommended that during the forthcoming year learning materials continue to be devised in accordance with an agreed-upon format that should be formulated as early in the school year as possible by project personnel and members of the Home Economics supervisory staff.

Continuation of Mobile Career Laboratory and Mobile Group Career Counseling

Project Area: All Fields

Person Responsible for Project: Mrs. Millicent Hartsfield

Locations: Middle schools and junior high schools located
throughout Districts 1 through 8

New Project: Yes ______

No X

Purpose(s) of Proposal

______ Curriculum
X Instruction
______ Staff Development
______ Facilities and/or Equipment Installation
______ Job Placement
______ Other (Career Awareness and Pre-Employment Counseling)

Degree of Implementation

X Fully Operational
______ Partially Operational
______ Non Operational

Budget: $166,810.14

Proposal Number: 13-5216 and 10-5500

Category: Part B, Disadvantaged

Project Description

The Mobile Career Development Laboratory and the Mobile Group Career Counseling projects were conducted and organized as a single program to serve an anticipated 8,000 disadvantaged 9th grade pupils. Three teams (each of which consisted of a career development specialist and a career development assistant) visited schools city-wide providing two activities: simulated work experiences and related group counseling. Participating students typically spent half a school day at each activity, switching from one to the other at midday.

The hands-on experiences were offered to students by means of Singer/Graflex and locally produced work stations housed in specially equipped buses. There were three such buses supervised and maintained by the paraprofessional career development assistants. The counseling activity, on the other hand, took place inside the schools, on whose property the mobile labs were parked, and were conducted by the professional career development specialists. The students' classroom instructors usually were in attendance at these sessions.

In addition, a fourth career mobile unit, partly funded by another project, visited participating schools where full-day vocational diagnostic sessions were provided to students who had expressed a possible interest in attending area vocational technical schools. These sessions required the students to complete lengthier and more detailed tasks whose performance was evaluated by the career development assistant.

Project History

The first mobile career laboratory, equipped with information and materials related only to health careers, was fielded in spring, 1972. Since that time the number of buses has been increased to three, and all contain an array of work stations.

The mobile group career counseling program was initiated during the 1973-74 school year. Since its inception it has operated in conjunction with the mobile career laboratory project.

Project Objectives as Stated in Proposal

1. At least 8,000 educationally disadvantaged 9th grade students will participate in work related hands-on exploratory experiences on three specially equipped buses, hereafter called Mobile Labs.
2. At least 300 students will each participate in an additional five to six hour vocational evaluation on three Singler/Graflex work stations.
3. At least 8,000 educationally disadvantaged 9th grade students will participate in group career counseling sessions.
4. Project personnel will provide an orientation session on project concepts and techniques to faculty members in each participating school.

Project Implementation

A total of 28 observations of the project was conducted during the 1975-76 school year. These visits were made to a variety of sites located throughout the city.

The career development assistants appeared enthused about the program. Their supervision of the students at the work stations on the mobile units was deemed friendly and helpful. Pupil cooperation appeared to be good. All students seemed attentive and interested in completing their tasks at the various work stations.

The career development specialists displayed the same commitment to the program as their colleagues on the mobile units. They utilized a variety of verbal and nonverbal techniques in getting students to think about their aptitudes and possible career choices. Facilities for the counseling activities provided by the schools varied to a great degree. Most appeared adequate, although a few were too small for the number of students involved in the program.

Project Outcomes: Evaluation Questions

1. In what activities were the participating students engaged?

The three mobile exploration labs offered simulated work experiences at work stations in the areas of banking and accounting, laboratory technology, medical service, needle trades, nursing, mechanical service, small engine repair, and personal service. A fourth mobile unit, funded partly by the Continuation of the Alliance for Career Education to Develop Exploratory Programs and Career Planning Systems project, provided Singer/Graflex systematic evaluations of pupil performance in carpentry, drafting, electricity, medical service, needle trades, office and sales clerk, refrigeration, sheet metal work, and small engine repair.

Students involved in the mobile unit activities appeared cooperative and interested. Questionnaires completed by 351 pupils who had been involved in the in-depth evaluation aspect of the project overwhelmingly indicated that they felt the experience was worthwhile in helping them to formulate future career plans.

The activities involved in the counseling segment of the program included pictorial demonstrations and discussions, personality and ability self-assessments, interest inventories, and structured games. The career development specialists were able to provide interested students with a wealth of career information relating to a wide range of occupations, trades, and professions.

The degree of student interest and participation in the counseling aspect of the program varied more than that observed in the mobile labs. Most students behaved well and appeared reasonably interested, but every class observed contained a few bored and somewhat disruptive students. Sincere efforts, albeit unsuccessful, were made by project personnel to modify disruptive behavior and channel the excess energy of students into increased participation in the program activities. In spite of such disruptions, however, counseling sessions appeared worthwhile for the overwhelming majority of student participants.

2. How many students were provided with hands-on and group counseling experiences?

According to records maintained by project management, a total of 6,980 students were included in the mobile career lab and counseling activities during the 1975-76 school year.

3. How many students were provided with Singer/Graflex systematic evaluations?

Project management reported that 493 pupils were given the full-day in depth evaluation. These were students who had been identified by their guidance counselors as having expressed an interest in attending area vocational technical schools and/or pursuing careers in technical fields.

Discussion

All project objectives, as stated in the proposal, were attained to a satisfactory degree. The failure of the program to provide its activities to a projected 8,000 students stems primarily from breakdowns experienced by the mobile units as well as from scheduling difficulties that arose during the course of the year. A large number of students (85% of the projected number) were able to take advantage of the activities offered by the mobile labs and the accompanying counseling sessions.

Conclusions and Recommendations

The following suggestions are offered in order that the activities provided by this project may be improved in the forthcoming year:

1. As mentioned in the Interim Report on this project, the mobile units and their equipment have been in service for several years and are

definitely in need of replacement. A number of breakdowns this year did account for students being denied the opportunity to make use of the mobile lab. Specific plans to replace each mobile career unit on a systematic basis should be drawn up by project management.

2. Observations indicated that on many occasions no school staff person was present during the counseling activities of this project. Since the students have been excused from classes to participate in this program, it would appear advisable and proper that their instructors be required to participate in these sessions. Not only could the teachers be of assistance in supervising the students, but they might receive some insight as to how career awareness might be increased and maintained in their classrooms. Project management is urged to arrive at a clear agreement with school administration as to the exact responsibilities of teachers whose students are included in this program's activities.

Continuation of the Alliance for Career Education to Develop Exploratory Programs for Career Planning Systems - Grades 9-12

Project Area: All Fields

Person Responsible for Project: Mr. John Maier

Locations: Dobbins Area Vocational Technical School, Bartram High School, Rhodes Middle School, Lamberton Alternative Program, Most Precious Blood (Diocesan) School

New Project: Yes ______

No __X__

Purpose(s) of Proposal

__X__ Curriculum
__X__ Instruction
__X__ Staff Development
______ Facilities and/or Equipment Installation
______ Job Placement
__X__ Other (Career Awareness and Pre-Employment Counseling)

Degree of Implementation

__X__ Fully Operational

Budget: $86,091.96

Proposal Number: 10-5497

Category: Part B, Ancillary

Project Description

Following staff development meetings, 36 teachers pilot or field-tested various career exploratory and career planning materials that had been devised by The Center for Vocational Education (CVE) of the Ohio State University. (CVE defined pilot-testing as the first year testing of materials in an educational setting. The second year use of the same materials constituted field-testing.) Following the testing, teachers met to critique the CVE materials and to discuss their experiences utilizing them. Those students who participated in the program by using the materials were provided hands-on experiences relating to various occupations by means of a mobile career laboratory.

Project History

The Alliance for Career Education is a consortium involving the Center for Vocational Education of the Ohio State University and the school districts of Philadelphia; Boston; Milwaukee; Charleston, South Carolina; Flint, Michigan; Madison, Wisconsin; and Salinas, California.

Philadelphia first became involved in the Alliance late in the 1973-74 school year. Career simulation packages and career planning materials were tested by a group of 20 teachers and counselors during the 1974-75 school year. This year's project was further expanded to include testing by an even larger group of Philadelphia educators.

Project Objectives as Listed in Proposal

A. Exploration

1. To provide at least five staff development sessions for all teachers involved in the Ohio State Alliance.

2. To field test the exploration materials in the three clusters that were pilot tested during the 1974-75 school year.

3. To pilot test the materials that were developed in five additional clusters during the 1974-75 school year.

4. To provide teacher input which will be used to develop four additional clusters.

B. Career Planning System

1. To pilot test in five classrooms the career planning system for 9th grade which was developed during the 1974-75 school year.

2. To provide staff development sessions in order to prepare the five teachers for pilot testing the 9th grade career planning system.

3. Using draft materials provided by Ohio State University, for a career planning system Grades 10-12, curriculum development sessions will be conducted for local input by five teachers for future pilot testing.

C. Career Mobile Unit

1. To provide each student participating in either the career exploration or career planning phase of this project, with the opportunity to engage in hands-on exposure at one or more work stations in the Career Mobile Unit.

Project Implementation

During the course of the year, all staff development meetings were attended by the evaluator. In addition, 12 observations were conducted of the Career Exploration materials being tested, and three visits were made to classrooms where the Career Planning packets were being used.

As was stated in the Interim Report of this project, staff development sessions involved representatives from the CVE explaining the scope of the Ohio State University program as well as the direction of its future expansion. Three meetings were conducted in November with the final two sessions taking place in May. Participants appeared interested in learning about the materials and their uses. The final meetings were particularly worthwhile in providing the teachers and counselors the opportunity to exchange views on the value of the materials.

Observations conducted of the Career Exploration materials revealed a wide variety of student and teacher reactions. Within the same classroom, some of the students appeared to be very enthusiastic about the simulations being pilot- or field-tested while others appeared bewildered by or indifferent to the activities. Teacher utilization of the materials likewise varied to a considerable degree. Good organization appeared to be lacking in certain cases while in others the instructors were willing to adapt the simulations wherever necessary so as to enable their students to understand how the materials were to be used and what career lessons were to be derived from the activities. The same generalization may be applied to those three observations conducted of the testing of the Career Planning packets.

It should be noted that the purpose of this evaluation was not to determine the merits or demerits of the CVE career materials, only their pilot- or field-testing which, in most instances, appeared adequate to enable the participating teachers and counselors to determine their suitability in certain educational settings.

Project Outcomes: Evaluation Questions

1. What were the activities included in the staff development meetings for teachers involved in the Ohio State Alliance?

Project Management and Ohio State CVE personnel provided a limited number of activities for the participating educators. These included round-table discussions on the uses of the materials as well as exchanges relating to the ways in which defects in the Career Exploration and Career Planning materials could be corrected. Film-strips from some of the packets were shown and critiqued. With the exception of the final sessions in May, which took place after the teachers and counselors had tested the materials, the sessions seemed too lengthy and thus wasteful, considering the number of activities that were provided. A certain degree of apathy on the part of project participants was in evidence during the November sessions.

2. Were exploration materials in the three clusters that had been pilot-tested during the 1974-75 school year field-tested during the current school year?

Field-testing of career simulation packages pilot-tested last year did take place in the areas of Government ("Trouble in Cedar City"), Manufacturing ("Project Krazee Kites"), and Recreation and Entertainment ("Lunchbox Theater"). The former two simulation packages were observed on six occasions. Instructors and students seemed to find "Cedar City" and "Krazee Kites" exciting and worthwhile, although several teachers complained that they lacked the materials necessary to complete certain aspects of "Krazee Kites." "Lunchbox Theater" was not observed, but one teacher informally interviewed after using the materials felt the students in Grade 8 were too inhibited to engage freely in the types of play-acting called for in the simulation.

3. Were exploration materials in the five clusters that had been developed during the 1974-75 school year pilot-tested during the current school year?

Six observations were conducted of simulations in the three areas of Construction ("Wilawala Lake Community"), Transportation and Communications ("Inkslinger"), and Personal Services ("Convention") being pilot-tested. All required a certain degree of modification in order to facilitate their usage by the students. Although not observed, pilot-testing of the Natural Resources ("Country Road") and Trade and Finance ("Shirttails") packages likewise was conducted with generally favorable teacher reactions being received.

4. Were Career Planning materials developed during the 1974-75 school year pilot-tested in five classrooms during the current school year?

Pilot-testing of these materials took place in three classrooms, and one observation was conducted at each site. Teacher/counselor reactions to these materials generally were not as positive as were the opinions expressed toward the Career Exploration materials. Observations revealed that a high level of teacher direction and student discipline was required if the Career Planning materials were to be of any value. Unlike the simulations, these packets appeared to generate a certain degree of boredom among the pupils which, in many instances, gave rise to disruptive behavior.

5. Were students provided hands-on experiences at one or more work stations in the Career Mobile Unit?

Every student testing the Career Exploration and the Career Planning materials was provided the opportunity to attend at least one session on the Career Mobile Unit. Each session included simulated work experiences at Singer/Graflex work stations in three of the following areas: carpentry, drafting, electricity, medical service, needle trades, office and sales clerk, refrigeration, sheet metal, and small engine repair.

Discussion

Objectives as stated in the project proposal were attained to a satisfactory degree with some reservations. Five staff development sessions for teachers using the Career Exploration materials and for the teachers and counselors testing the Career Planning packets took place. Session activities, however, might have been better planned and more substantial so as to have stimulated greater interest. Participant attendance was excellent. The materials to be pilot- or field-tested were used by teachers although observations disclosed a few of them somewhat lax in organizing their students so as to maximize the benefits that could be derived from the learning activities. Questionnaires concerning the packets were compl[illegible] by the teachers and returned to the CVE of Ohio State in spring. Pupils participating in the project were all provided the opportunity to engage in hands-on experiences at three or more work stations on the Career Mobile Unit.

Conclusions and Recommendations

The following suggestions are offered so as insure the greater success of this program:

1. Number of staff development meetings

In view of the amount of inservice instruction necessary for the implementation of this project, five staff development sessions appear to represent a questionable use of time and funding. Project Management and CVE personnel could probably obtain as valuable an input from the participants by scheduling one session in the autumn (at which time the program would be explained and the materials distributed) and one in the spring (during which teacher reactions to the materials would be offered). Compacting these sessions would probably result in more interesting and more beneficial staff development activities.

2. Role of the Center for Vocational Education of the Ohio State University

To date, no data have been received from CVE relating to teacher and counselor reactions to the materials that were pilot- or field-tested in the Philadelphia schools. The results of questionnaires completed by participants in the spring, and student performance scores, would have facilitated the completion of this evaluation, as well as confirming that teacher input and student achievement do play a significant role in the planning of career materials.

3. Grade level of participating schools

A common criticism voiced by 7th and 8th grade teachers testing the Career Exploration materials was that they felt them to be too advanced for many of their students, particularly in regard to reading level. Observations on several occasions confirmed that some students appeared to be experiencing difficulties with the written portions of the activities, although supposedly (according to the CVE Program Director) the materials had been written on a 5th grade reading level. Since this project was funded for students in Grades 9 through 12, Project Management are advised to reconsider the appropriateness of using the materials in Philadelphia middle schools, in spite of the CVE request that they be tested in Grades 7 and 8, as well as Grades 9 through 12.

4. Selection of schools

For the pilot- and field-testing of such materials, it would have appeared preferable for the Project Management to have chosen as wide a variety of educational settings as possible. In this project, however, of the 30 teachers selected to test the Career Exploration materials, Project Management chose 14 from Dobbins Area Vocational Technical School, 14 from neighboring Rhodes Middle School, one from Lamberton Alternative Program, and one from Most Precious Blood (Diocesan) School. In view of the variety of student populations available in Philadelphia, Project Management are advised to increase significantly the number of schools involved in this project for the forthcoming year. Teachers and counselors should be proportionately selected from schools located city-wide.

Continuation of an O.J.T. Program in Distributive Education (Warehousing)

Administrative Information

Project Area: Distributive Education

Person Responsible for Project: Mr. Harry Neff

Locations: Naval Publications and Forms Center

New Project: Yes ______

No ___ X ___

Purpose(s) of Proposal:

______ Curriculum
___ X ___ Instruction
______ Staff Development
______ Facilities and/or Equipment Installation
______ Job Placement
______ Other

Degree of Implementation:

___ X ___ Fully Operational
______ Partially Operational
______ Non Operational

Budget: $13,498.00

Proposal Number: 28-4049

Category: Part B, Ancillary

Project Description

Fifty-eight economically disadvantaged seniors from Olney High School received training with compensation in warehousing and office practices at the Naval Publications and Forms Center. The students devoted one half of the day to work, while during the other half they received academic and vocational training in classrooms located at the Center and taught by two Olney instructors.

Project History

The current school year was the second during which the project received funding. Last year's contingent of 35 students was increased to 58 during this year, and the project's staff of one instructor was augmented by the addition of another teacher in February, 1976. Whereas the 1974-75 work activities were confined to warehousing, this year's included a group of students employed in various clerical positions.

Project Objectives as Stated in Proposal

1. To prepare students for entry-level jobs in the field of warehousing.
2. To provide paid on-the-job training related to the classroom instruction.
3. To provide academic instruction in state-mandated subjects required to meet graduation requirements.

Project Implementation

During the current school year eight observations were conducted of students receiving instruction in the classrooms located at the Naval Publications and Forms Center. This year's contingent of 58 students was not achieved until well into the first semester due to recruitment difficulties. During the first semester, the original classroom was expanded in size to solve the problems created by overcrowding. With the addition of a second instructor, this larger classroom was then subdivided to create a second learning facility. Classroom observations conducted revealed students generally interested in their learning activities. It was found that the academic program provided was more structured than last year's offerings. The addition of an English teacher insured that the curriculum being taught was more comprehensive than that offered solely by the Distributive Education instructor.

Three observations were made of students involved in warehousing activities. Work stations appeared satisfactory, with great emphasis being placed on the safety of the student employes. Work Supervisors informally interviewed stated their satisfaction with the current year's students from Olney, noting their cooperation with other workers, their willingness to learn, and their good worker traits.

Project Outcomes: Evaluation Questions

1. How many students are enrolled in the program?

Enrollment records maintained by project personnel indicated that 58 students were engaged in the program by November, 1975. Only one of these students dropped out of the project during the course of the school year.

2. Are the students satisfied with the method and content of instruction provided by their classroom teachers and work supervisors?

Questionnaires were administered twice during the 1975-76 school year. In January, 1976, of the 57 students enrolled in the program, 92% of the 50 students responding indicated satisfaction with the method and content of instruction being given by their classroom instructor. Of the same sample, 86% responded that they were likewise satisfied with the method and content of instruction being offered by their work supervisors.

Only 38 students of the 57 completed the questionnaire distributed in June, 1976. Of these, 82% indicated satisfaction with the project instructors and 84% replied "Yes" to the question, "Are you satisfied with the method and content of instruction being given by your work supervisor?"

3. What percentage of students completing the course applied for full-time employment in warehousing at the conclusion of the project?

On the June, 1976 questionnaire the students were asked, "At present, do you intend to apply for a job in warehousing when you complete your high school education?" Of the 38 students replying, 11 or 29% indicated "Yes," 24 or 63% replied "No," and three or 8% indicated that they had not decided as yet.

4. Is the course outline, devised for the warehousing component of the course, being followed?

Observations conducted throughout the current year indicated that instruction in the warehousing curriculum devised with the assistance of the Naval Publications and Forms Center personnel was being provided by the Distributive Education teacher on a regularly scheduled basis.

5. In regard to the basic elements of warehousing, to what degree have the students mastered the course?

A 33 item multiple choice test consisting of general questions dealing with warehousing and related working conditions was devised by the evaluator with the assistance of a Naval Publications and Forms Center work supervisor. This instrument was a preliminary version of a test that is to be further refined and developed during the forthcoming year. In its present form it was administered as a pre-test in September, 1975 to 27 students, and to the same students as a post-test in June, 1976. Results of the tests, summarized in Table 1, indicate that (on the basis of a correlated t-test) there was a statistically significant increase in the amount of warehousing knowledge achieved by the students during the course of the year, as measured by the instrument.

Table 1

Results of Pre- and Post-Test of Warehousing Information (N=27)

Test	Mean Score	Net Change	t
Pre-Test (Sept. 17, 1975)	16.37 (49.6%)	5.26 (16.0%)	7.41*
Post-Test (June 30, 1976)	21.63 (65.6%)		

*Significant beyond the .001 level

Discussion

In its second year of operation the O.J.T. Program in Distributive Education (Warehousing) has provided both its employer and employes a highly beneficial service. The Naval Publications and Forms Center has been able to make use of the labor of a corps of students who, for the most part, demonstrated their eagnerness and ability to learn and perform well a number of warehousing and office tasks. More important, however, were the marketable skills acquired by the students themselves. In effect, they were given the opportunity to learn jobs, and in the process completed their senior year of high school training. This project, therefore, attained its objectives to a most satisfactory degree.

Conclusions and Recommendations

As had been recommended in the final evaluation of this project for the 1974-75 school year, the appointment of an additional teacher to this project did in fact contribute to bringing its academic qualities in line with its vocational strengths. Although the appointment was not made until February, 1976, the addition resulted in a more balanced learning program being provided. It is suggested that the staff of two instructors be maintained by this project for the forthcoming school year.

In spite of the overall success of the Warehousing Program, however, the following recommendations are strongly urged:

1. In view of the fact that the recruitment efforts at Olney High School to date have failed to attract as many students as this program is capable of training, it is recommended that the program be offered to disadvantaged students attending other Philadelphia senior high schools.

2. In recruiting for this program, greater attention should be paid to enlisting students who are potential candidates for warehousing as a career upon completion of their high school studies. The inclusion of high school pupils who are college-bound, for instance, appears highly questionable in the context of a Distributive Education program.

3. Naval Publications and Forms Center supervisory personnel should give special attention to the fact that fewer than 30% of the students completing this program and answering questionnaires indicated that they would apply for jobs in warehousing at the conclusion of their high school training. This may indicate faulty recruitment procedures. But there is some possibility that students initially interested in warehousing careers have been disinclined toward them, due to the nature of their work experiences. A complaint frequently mentioned on the student questionnaires was the general tediousness of the jobs as well as the students being denied the right to sit down while completing certain job tasks. Unlike last year when students were frequently rotated between work stations, this year's program witnessed a certain reluctance on the part of Naval personnel to change student job assignments. This may have contributed toward student boredom. Perhaps the jobs themselves might be reorganized in nature so as to provide the pupil employes with a greater sense of accomplishment and satisfaction.

Development of a Computer-Based Individualized Instructional System for Occupational Skills Centers

Administrative Information

Project Area: Vocational Education

Person Responsible for Project: Mr. Thomas Lambert

Location: A. Philip Randolph Skills Center

New Project: Yes ____

No X

Purpose(s) of Proposal:

X Curriculum
X Instruction
____ Staff Development
X Facilities and/or Equipment Installation
____ Job Placement
____ Other

Degree of Implementation:

X Fully Operational
____ Partially Operational
____ Non Operational

Budget: $119,808.00

Proposal Number: 10-6418

Category: Part B, Secondary Regular

Project Description

This project involved the further development and refinement of a computerized management system necessary to organize the instructional programs and to track the individualized progress of students enrolled in a skills center setting. A series of tasks was identified and successfully completed by a Systems Analyst assisted by two Curriculum Designers and two Programmers.

Project History

This was the second year during which this project was funded. During its first year of operation, the project realized the completion of a rudimentary compurerized system as well as the outline of how this system might be expanded and refined.

Project Objectives as Stated in Proposal

1. To devise a computerized data bank, maintaining information about the students enrolled in the skills centers, including their aptitudes, career interests, and progress toward their occupational goals.

2. To create a computerized catalog of instructional materials, classified according to behavioral objectives, and structured according to a hierarchy of entry level skills in various trades.

3. To operate a prototype of the computerized student tracking system in the A. Philip Randolph Skills Center and to instruct the students and faculty in its use.

4. To further develop the management system for all the occupational skills centers by adding modules to assist in student needs diagnosis and placement; student evaluation, counseling and progress reporting; and the optionization of facilities utilization.

Project Implementation

Due to the nature of this project, no observational data were collected.

Project Outcomes: Evaluation Questions

1. Were the computer sub-systems and tasks outlined in the project proposal completed as scheduled?

A timeline containing the specific components of this comprehensive project, as well as the length of time necessary for their completion, was devised by the Systems Analyst during the summer of 1975. The computer sub-systems and tasks outlined, for the most part, have been completed as scheduled.

The first component, dealing with the student data bank, necessitated that relevant data elements be identified, data collection instruments be designed, and information be gathered by February 1, 1976. This was accomplished on schedule, with an ongoing revision of instruments taking place, correlating with what the administrative staff of the skills center needed and wanted in terms of data about students. Information about students who are about to enter the school in September, 1976 has already been gathered.

Tasks related to the organization of the skills center curriculum formed the basis of the second component of the devised timeline. Although the necessary format for its organization was finished as scheduled, the actual organization was not completed by the skills center faculty because of the lack of time. It should be noted that this activity was very time consuming since it involved a number of factors, such as the arrangement of job tasks sequentially in terms of pre-requisites needed to proceed to the next task, and the identification of the job-related tasks that constitute the "mastery" of an occupational skill in employer terms.

The third component was an ongoing process involving two activities. The first provided instruction to the faculty and students on the uses of the computer system. An observation conducted on one occasion of such instruction revealed students learning the proper procedures of signing in at the computer terminal. The second activity related to the operation and maintenance of the system whose properties and capabilities were being continuously revised and enhanced.

The activities of the fourth component have not been completed in their entirety. A diagnostic and placement module to enable the administrative staff to determine the starting point at which each student should commence training was devised on schedule. A module indicating progress reporting and student evaluation has likewise been designed and revised. But the development of the facilities utilization module has not been finished. Although a general shop scheduling system was outlined, work on the module that would correlate work station utilization to the attendance patterns of an extremely transient student population has just gotten underway and will be completed during the 1976-77 school year.

Discussion

With the exception of those elements noted above, components of this project detailed in the proposal objectives were completed satisfactorily and on schedule. Discussions with the Systems Analyst revealed that the project experienced no major problems. The Systems Analyst reported receiving cooperation from the skills center administrative staff and faculty.

Conclusions and Recommendations

The everyday operation of a skills center demands the type of computerized management system that has resulted from this project. There is no doubt that the system can and should be expanded so as to increase its capabilities and insure its portability into other skills centers to be constructed.

The Development of a Personalized, Individualized Vocational Occupations Training (P.I.V.O.T.) System

Administrative Information

Project Area: Trade and Industry

Person Responsible for Project: Mr. Robert L. Dallas

Locations: Writing of Instructional Units: J.F. Kennedy Center and
Randolph Skills Center

Field Testing in Shops: Bartram, Dobbins, Frankford, Gratz,
Mastbaum, Olney, and Overbrook

New Project: Yes______

No X

Purpose(s) of Proposal:

X Curriculum
______ Instruction
______ Staff Development
______ Facilities and/or Equipment Installation
______ Job Placement
______ Other

Degree of Implementation:

X Fully Operational
______ Partially Operational
______ Non Operational

Budget: $160,751.61

Proposal Number: 13-5178

Caregory: Part B, Disadvantaged

Project Description

The purpose of this project was to continue to develop sound-on-slide instructional units to be used by students learning various vocational skills in individualized settings, such as in the skills centers. The materials were designed to allow students to learn at their own rate in a step-by-step fashion, enabling instructors to serve many students at once in the role of consultants, rather than as conventional class-front teachers. Each student would be able to follow his own sequence of instructional units, repeating or omitting them as necessary, so that he would progress at his own optimum pace. This would allow absentees to resume work where they had left off.

The fact that each unit covered only a small amount of material would give the student frequent small successes along the way.

Each sound-on-slide unit developed in this project consisted of a tray of slides (with accompanying sound tracks in the slide holders), along with a "student self-evaluation device" and a pre- and post-test. The student would complete the self-evaluation device before having the instructor test his ability to perform the task taught by the slide unit. Upon successful mastery of a task, as judged by the teacher, the student would progress to the next slide unit. Records of student progress would be maintained. Students failing to learn the material in a unit would repeat the unit until they could do the task successfully.

During the year, it was expected that the teacher/writers of the units would field test some of them in their own shop classes to provide feedback for validation and/or revision of the units they had written. Teachers were provided with suitable projectors, and were to set up "work stations" in their shops, so that the units could be tested under conditions similar to those in the skills centers. It was also anticipated that these units could be used in settings other than the skills centers, such as area vocational-technical schools, and comprehensive high schools.

Project History

The development of multi-media units began during the 1972-73 year, and was continued each year thereafter. Previous evaluations have spoken favorably of the method of producing the instructional units, and of students' and teachers' opinions of them. The most extensive evaluation, during the 1974-75 year, determined students' and teachers' reactions to the sound-on-slide materials in eight different shop areas by means of questionnaires completed during the school year. In all, 486 student questionnaires were collected, each one completed by a student as he finished a single sound-on-slide unit, and the teachers each filled out questionnaires describing their reactions to the program.

The mean student responses on a four-point scale indicated that they found the units "fairly easy," that they thought they had learned a "fair amount" from the units, that they felt "confident" they could do the work the units had taught them, and that they were "enthusiastic" about using the sound-on-slide method to learn to do other things. The responses to the teacher questionnaires indicated that they all agreed that their students were able to understand the material in the units, and that the students were willing to work on their own, "without constant supervision and monitoring." There was also general agreement that the units were in the "effective" to "very effective" range, and all but one teacher said they would be "enthusiastic" or "very enthusiastic" about using the units to replace their current teaching methods. The teacher who did not respond this way said he would prefer to use the units to supplement his current methods, rather than to replace them.

Project Objectives as Stated in Proposal

1. To develop in each of several occupational clusters, a hierarchy of jobs, further analyzed by tasks and units of instruction developed for commonalities of tasks.

2. To develop during the 1975-76 school year, multi-media learning units which include competency based pre- and post-tests, including student self-evaluation devices designed to test for development of skills.

3. To have the teacher/writers implement the developed units in their shops during the year and to use feedback from such implementation for validation and for revision of individual units of instruction.

Project Implementation

Field-testing of the sound-on-slide units was observed seven times during the year, with a total of six different teachers. In addition, several visits were made to the facilities at Kennedy Center where the teachers met to write the units, and to the Randolph Skills Center, where additional writing of units took place. In the shops, it was observed that students were able to learn from the units without direct help from the teacher, and that the units in use conformed to the format prescribed for such units. Students seemed to find the units easy to understand, and were able to follow the sequence of operations without confusion or misunderstanding. At Kennedy Center, the writers were provided with what appeared to be adequate facilities for the production of units. Each writer worked at a separate desk, and photography and recording of sound tracks were handled by personnel specifically hired for that purpose.

Project Outcomes: Evaluation Questions

1. Was a hierarchy of jobs further analyzed by tasks and units of instruction developed for commonalities of tasks, developed in each of several occupational clusters?

Development of sound-on-slide units for this program was done by the systems approach, according to which the initial step in the development of any unit is the writing of a hierarchy of jobs in each cluster, followed by a determination of the required tasks at each level of the hierarchy. Hierarchies were developed for all units on which work was done this year, and these hierarchies were examined by the evaluator.

The activities carried out this year were somewhat different from those engaged in during the first three years of the project. Since this project involves a continuing development of materials, it is necessary to continue each year with the work of the previous years. Project personnel do not attempt to produce blocks of units which can be specifically identified by year of production, but rather engage in various stages of production simultaneously, so that many units have existed at the end of each year in various stages of completion.

At the end of the 1974-75 project year, 425 units were on hand that still lacked written materials (Student Review and Evaluation Sheets, self-evaluation devices, and pre- and post-tests). One reason for this was that the planned opening of the first skills center in September, 1975 required duplication of 1,005 units, covering 465 different tasks. Therefore, it was not possible to complete all of the necessary duplication work and also all of the writing for the new units during the same year.

2. Were multi-media learning units developed this year, including competency based pre- and post-tests and student self-evaluation devices designed to test for the development of skills?

The need to prepare self-instructional materials in time for the opening of Randolph Skills Center in September, 1975 strongly influenced the operation of this project during the current year. During the summer of 1975 commercially available audio-visual materials were purchased and converted to the sound-on-slide format, for use in the skills center. By the end of August, 1975, 2,209 master units were finished, covering a total of 1,361 different tasks in seven areas. Of this total, 1,204 units, or 54.5%, were based on purchased materials, the rest having been developed during preceding years by the teacher/writers and duplicated for use in the skills center.

The main activity in which the writers were engaged after September, 1975 was the development of the written materials to accompany the 425 units produced during the preceding three years which still lacked these materials. This activity was still going on by the summer of 1976, since the writers were temporarily laid off from March to June, 1976, due to a shortage of funds, and were not able to finish this work by June.

There were also other activities this year which were somewhat atypical for this project. One of these was the preparation of 51 units for the special evaluation project taking place at the same time to determine the relative effectiveness of the P.I.V.O.T. materials compared to conventional instructional methods. One hundred units were prepared for the American Vocational Association (A.V.A.) convention in California, 20 units for the Manpower project at Kennedy Center, 10 units for special uses by personnel from the Office of Career Education, 4 units for the Philadelphia fire marshal, and 196 units for three Philadelphia high schools.

A major activity was the preparation of "packets" (all of the written materials for a slide unit, a set of slides, and the scripts in written form) for distribution to the members of a consortium which The School District of Philadelphia had recently joined.

The purpose of the consortium is the cooperative development of P.I.V.O.T. instructional materials to be published and made available to all school districts that belong to the consortium. Under a contract entered into with the 3M Company which will publish the materials, it was necessary to have 400 packets ready for the company by the end of April, and 100 each succeeding month for six months. The assembling of these packets from pre-existing units occupied a substantial amount of time this year.

Development of multi-media units took place at the skills center, between March and June of 1976. As part of a special program funded under this proposal, 26 teachers at the skills center were taught to write sound-on-slide units, and to revise units at hand. By June, 20 of these teachers had completed all written materials and slides for a total of 26 new slide units in their own subject areas, and had modified 5 existing units. Slide units started by the six other teachers were not finished by June, but were expected to be completed in September. This rate of success in producing units appeared fairly good, considering that the maximum compensated time per teacher was 24 hours, which included about 8 hours of instruction in methods of developing units. The written materials and slides produced by this program were forwarded to Kennedy Center in July for recording of sound tracks from the written scripts.

3. Did the teacher/writers implement the developed units in their shops this year?

As described under "Project Implementation," seven visits were made to shops in which teachers were using the sound-on-slide units. The teachers were using the units in their shops to a degree as part of their regular instructional program, and partly for the purpose of examining newly-written units for defects. Defects observed by the evaluator included an occasional missing sound track, occasionally ambiguous instructions, and some slides where the pictorial content did not match the script. In general, however, the quality of the units was very good, and students were able to perform fairly complex operations correctly by following the instructions in the units.

The largest implementation of the sound-on-slide units to date has been in the Randolph Skills Center, opened in September, 1975. Of the 39 teachers at the skills center, 25 said (in response to a questionnaire distributed in April, 1976) that they had used the sound-on-slide method in class for at least part of the year. They said that they had sound-on-slide units for an average of 33.8% of the subject matter they taught, and that the units had been in use in their classes for an average of 22.7% of class time. It should be noted that the first year of operation of the skills center involved a great deal of setting up of procedures, and that the rate of utilization of the sound-on-slide format this year should not be regarded as a final indication of the extent of utilization to be expected when the skills center is fully operational from the beginning of a year.

When asked the main use to which they had put the sound-on-slide units this year, 64% of the teachers chose "Initial instruction in an area, with individual students," while an additional 16% chose "Review of previously taught material, with individual students." Thus, 80% of the teachers were using the units mainly for individualized instruction, which was, of course, the main purpose for which they were intended.

In response to various other questions, 92% of the respondents rated the units either "very effective" or "effective" in teaching the material covered in them; 80% would be either "very enthusiastic" or "enthusiastic" about using the sound-on-slide method rather than their ordinary methods to teach the same material; and 92% said that their students were generally able to understand the material in the units.

From the standpoint of classroom management, 68% of the respondents indicated that their students were generally willing to use the units "without constant supervision and monitoring." Fifty-two percent of the teachers said that they had had some difficulties in implementing the units in their classes. Some of the teachers cited the content of the slides as the main difficulty, while others disliked the projectors, and some cited the fact that the equipment shown in the slides did not match the equipment in their own shops, making it difficult for students to follow the instructions. Sixty percent of the respondents said the sound-on-slide projectors were "somewhat troublesome" or "very troublesome," when asked their opinion of the ruggedness and reliability of the machines.

Implementation of the sound-on-slide units in shops seems to be quite feasible, and the difficulties encountered, which will be discussed in more detail in a larger report currently being prepared under a separate research grant, are not such as to prevent the successful use of the units in the settings for which they were intended.

4. Was feedback from field-testing (implementation) of the units used for validation and for revision of individual units?

Project personnel supplied the evaluator with lists of the sound-on-slide units validated and revised this year by the teacher/writers. According to the data supplied, 12 units in the machine shop area were validated and revised, seven units in carpentry, four units in carburetion and ignition, and four units in electronics. All of these revisions were done by writers from Kennedy Center, there being no opportunity for the units written at the end of the year at the skills center to be field-tested. Since the production of new units (and the attendance of the teacher/writers at Kennedy Center) ended temporarily at the end of March, 1976, there was less opportunity than usual for field testing experience this year to be applied to the revision of units. This accounts in part for the rather small numbers of units revised this year.

5. Do the units in use conform to the format generally prescribed for these units?

The format prescribed for the sound-on-slide units includes a title frame, a motivational frame (which may consist of the sound track accompanying the title frame), step-by-step instructions for the performance of the task, and a wrap-up frame which tells the student to have the instructor test him on the unit, or to repeat the unit if he feels he is not yet ready to be tested.

During visits to shops this year, the evaluator observed 30 units in use in four different subject areas (electronics, building maintenance, automotive, and machine shop), all of which conformed to the specified format. This agrees with previous years' observations, and indicates that the writers evidently adopted the required format.

Discussion

This year's activities were somewhat atypical for this project, because of the production of units for various special purposes, the preparation of packets for the multi-district consortium, and the need to prepare materials for the opening of the first skills center in September, 1975. Finishing the written materials for 425 units from previous years was one of the main priorities of the present year; the fact that the writers were not paid from March to June was a further impediment.

An examination of the objectives indicates that activities did indeed take place in each of the areas specified. The necessity, as perceived by the project personnel, to engage in other activities not specified in the objectives, resulted in the achievement of goals not achieved in previous years, and undoubtedly of value for the development of a P.I.V.O.T. instructional system. Entry into the P.I.V.O.T. consortium with other school districts will allow Philadelphia's project to benefit from work done elsewhere in the country, and will reduce the cost of the system, compared to what would be required if slide units in all areas were developed locally.

Extensive implementation of units in shops, and revision of those units on the basis of field experience was hampered by the need to engage in the other activities already cited, as well as by the absence of the writers during the last four months of the year, when such revision would normally be done.

The questionnaire distributed at the skills center indicated that use of the sound-on-slide format was quite feasible in that setting. The main problem identified by the questionnaires concerned the reliability of the sound-on-slide projectors. When the vice-principal at the skills center was informed that 60% of the respondents had rated the sound-on-slide projectors as "troublesome" or "very troublesome," he observed that at least 90% of the repairs made to the projectors were necessitated by student misuse of the machines, which suggested to him that the machines would function more reliably if the teachers were more effective in teaching the students how to use them properly. He said that in the future more attention would be paid to this need to train students adequately before letting them use the projectors.

Conclusions and Recommendations

The opening of the first skills center and the entry of The School District of Philadelphia, with other school districts, into a consortium for the development of P.I.V.O.T. materials, made this year's operations somewhat different from those of previous years. Since the main reason for the development of the P.I.V.O.T. system in Philadelphia has been the providing of materials for the individualized instructional system at the skills centers, it seems entirely appropriate that this project's operations should be flexible and responsive to whatever situation exists. The feasibility of implementing the P.I.V.O.T. system has been demonstrated with the opening of the skills center, and production of new units in an efficient way should be facilitated by membership in the consortium and publication of the developed units by the 3M Company.

Having the teachers at the skills centers write their own units will solve the problem often cited by teachers in the field that the equipment shown in the slide units does not match the equipment in their shops. Interest in the sound-on-slide method of instruction in vocational subjects is increasing and since this project is the only one in a position to supply materials of this type (as, for example, for the A.V.A. convention) it is only reasonable that they should supply them.

It is regrettable that only a small number of units could be revised this year, and that production of new units was limited to completion of ones begun in previous years, but it would be difficult to say what activities that were engaged in this year would have been appropriate to omit, in view of their potentially beneficial effect on the P.I.V.O.T. system in the future. It would seem that the project director chose the course of action best suited to the circumstances at the time and which will in all probability be of the most benefit to the future development of the P.I.V.O.T. system.

Guidance Counselor Staff Development Program
Chamber of Commerce

Administrative Information

Project Area: Vocational Guidance

Person Responsible for Project: Mr. Samuel Munder

Locations: I.N.A. Corporation, Philadelphia National Bank, Bell Telephone Company, John Wanamaker, Inc., Frankford Hospital, ARA Food Service Corporation, Queen Casuals, Inc., General Building Contractors Association, and Standard Pressed Steel Company

New Project: Yes______

No __X__

Purpose(s) of Proposal:

______ Curriculum
______ Instruction
__X__ Staff Development
______ Facilities and/or Equipment Installation
______ Job Placement
______ Other

Degree of Implementation:

______ Fully Operational
__X__ Partially Operational
______ Non Operational

Budget: $8,000.00

Proposal Number: 10-6419

Category: Part B, Regular

Project Description

This program provided an opportunity for the Greater Philadelphia Chamber of Commerce to arrange and coordinate a program for 32 counselors to make 10 visits to a variety of businesses and industries. These visits were designed to provide counselors with information necessary to counsel job-bound students. Each of the 10 sessions generally followed a format which included:

1. formal presentations by representatives of the company
2. tour of the facilities
3. informal talks with employees
4. a question and answer period

Formal presentations generally covered a discussion of the number and types of occupations, job requirements, salary schedule, procedures for obtaining employment, and other types of information of importance to students. After the formal presentation, the rest of the day was spent on the other three activities.

Project History

While this project has been in operation for two years, this was the first year in which it has been funded with Vocational Education Act of 1968 funds. The format for this project was the same for the second as it was for the first year, with only the source of funding and the participants being different. There was, however, no formal evaluation of this project during the first year of operation.

Project Objectives as Stated in Proposal

To provide counselors with:

1. an exposure to the many vocations in the Greater Philadelphia area.
2. an update of employment practices.
3. an exposure to personnel operations (job applications, attendance interviews, fringe benefits, salaries).
4. information on labor market trends.
5. an update on equal employment opportunity laws.
6. an opportunity to observe the working atmosphere in business, industry and labor.
7. an exposure to the career ladder within each vocation.
8. an exposure to the different kinds of categories of the work force (hourly, salaried, non-exempt).
9. an opportunity to develop an awareness of vocational resources and company training programs within the Greater Philadelphia area.
10. an understanding of employer's problems with personnel.
11. job requirements.
12. employers' expectation of work attitudes.
13. Management and labor's role in the labor market.

Project Implementation

The first session included an overview of the program and its objectives, and personnel practices in general. Representatives of the Chamber of Commerce, the School District, and several business enterprises stressed the need for communication and collaboration among schools and business and industry. Some problems cited were that many students do not meet the standards set by business and industry; also, that business and industry feel that instilling good motivation is an essential function of the counseling staff. These issues were discussed in detail and the views of counselors and industry personnel were expressed.

The afternoon sessions were devoted to presentations by personnel from the host company, the Insurance Company of North America. These presentations detailed the procedures utilized to hire entry level workers in their company. Presentations were made by managers of the Loss Data Management Document Processing Departments and Word Processing Departments. Stressed at this session, and at subsequent sessions, were a description of entry level jobs and the procedures utilized in hiring individuals for them.

Sessions 2 through 9 generally followed a format of company presentations, tours, a lunch break, discussion of specific personnel practices, and a question and answer period. These sessions were held at the following locations: the Philadelphia National Bank, Bell Telephone, John Wanamaker, Frankford Hospital, ARA Services at Scott Paper Company, Queen Casuals, General Building Contractors Association, and Standard Pressed Steel Company.

Presentations at Philadelphia National Bank stressed salary structure and emphasis upon the skills and qualifications needed by the students to obtain employment. The tour provided an opportunity for counselors to speak with employes who perform a variety of jobs and to obtain an overview of those occupations associated with banking.

The visit to Bell Telephone provided similar types of information and included observation of "operative" jobs such as lineman, and wiring activities. One of the special features of this session was the observation of activities at several sites, thus giving a more comprehensive view of a variety of occupations.

Both the counselors and personnel from the Chamber of Commerce believed that session 4 held at John Wanamaker lacked organization and the fact that no tour was given lessened the value of this session. Counselors expressed dissatisfaction with the fact that they sat and listened for four hours with no break. They all suggested that site tours were an invaluable part of the learning process.

Frankford Hospital was observed to be an excellent selection. More positive comments were offered for this presentation than were given elsewhere. Counselors also were able to utilize the data obtained at this site because of the expanding nature of the health care field and the wide variety of occupations within this cluster.

At session 6 the institutional food service industry was covered. While this presentation was favorably received by the counselors, the presentation at Frankford Hospital of their food services procedures was sufficiently similar to cause repetition.

Sessions 7 to 9 represented sufficiently diverse occupational clusters, i.e., apparel construction and manufacturing, to provide a broad spectrum of careers which students may enter.

Session 10 provided counselors with information generally of interest to business, to give them a perspective they might otherwise not obtain. Workshops were established to cover three broad areas: Business constraints, productivity and career development, and profit.

Project Outcomes: Evaluation Questions

1. How many counselors participated in the program?

Attendance was taken at each session; the number present is recorded below:

Date	Number Present
11/18/75	32
12/03/75	32
1/21/76	28
2/04/76	31
2/18/76	27
3/03/76	29
3/17/76	31
3/31/76	31
4/21/76	28
5/05/76	30

In only five cases was no reason given for an absence. The other absences were caused either by illness or by some event which took place within the school at which the counselor's attendance was required.

2. Which clusters are presented to the guidance counselors?

The following comprehensive clusters were presented and discussed during the course of the program: service, manufacturing, business and construction.

Within these clusters, the following sub-areas were covered: insurance, banking, utilities, retailing, health services, food services, apparel, skilled and unskilled building trades, and manufacturing. Encompassing all of the areas, emphasized more or less depending upon the industry, were the many clerical occupations necessary to carry out all of the industrial functions. These included data processing, secretarial, accounting, and banking functions.

3. What are the counselors' perceptions of the presentations?

At the conclusion of each session, each participant completed a questionnaire. Questions contained in the survey at the final session covered the entire program. The strongest points mentioned with regard to these sessions were that they enabled counselors to obtain current information about the job market and what specific characteristics employers were looking for when hiring new employes. Also of value was the observation of and discussion with persons performing those jobs described by the employers. Counselors who had little or no previous experience in industry found these sessions to be particularly helpful.

In all cases, the participants recommended that this series be repeated for new counselors; about half of them believed that a second series with new career exposures would be beneficial for them. Of the ten sessions several site visitations warrant comment. A majority of the participants indicated that the visit to John Wanamaker lacked good organization and was considered to be both too lengthy and "promotional" in nature. The participants also said that the visit to Frankford Hospital provided them with considerable information about a large number of entry-level occupations in both health and allied fields. The importance of career ladders was clearly illustrated.

4. What suggestions for improvement are provided by the participants?

With the exception of comments by one of the participants, suggestions for improvement were restricted to opinions concerning the companies and/or industries which would best meet the needs of the program. For example, a suggestion was offered that a more diversified industrial site be substituted for a firm where similar occupations may be viewed. Thus, one industry in which a large number of clerical occupations can be viewed may be sufficient. Since insurance companies and banking offices demonstrate similar, if not identical jobs, one might be eliminated in favor of another cluster area. Some suggested industries to include were auto, supermarket, highly technical companies, communications, printing or the pharmaceutical industry. Also mentioned by several participants was the suggestion to discuss the employment of minority youth since so many of the counselors work with students in the inner-city schools.

Discussion

This program provided counselors with an opportunity to learn about industry through direct observation. The onsite visits provided specific opportunities for counselors to speak directly with personnel managers and employes performing specific tasks. The tours of companies gave counselors the opportunity to bring first hand information back to the schools and to increase their knowledge of some of the major industries in the area. The planning for these sessions was very detailed and the participants' evaluations of these sessions were uniformly favorable. Not only did they feel that this program provided them with specific information which could be given to students, but they also believed such a program had value in that it helped improve relations among personnel from business, industry, and the schools.

Counselors also perceived that these meetings helped them learn appropriate procedures to explain to students about applying for jobs with large companies. Since a great deal of printed matter was distributed to each participant, all of the counselors' schools were able to benefit from the additional resources made available to each school.

Conclusions and Recommendations

The program is continuing to provide counselors with a very well organized program giving information about current employment opportunities and practices in the Greater Philadelphia area. It is achieving its objectives in an economical fashion.

Two recommendations can be made which might strengthen the participant home schools. First, since the career assistants working in the improvement of Guidance Services for the Job-Bound Program (q.v.) have the responsibility for helping to implement activities within the school, it is suggested that they be included on a rotating basis in the program. In addition, at the present time, the first session of the program is devoted in part to an explanation of project objectives and general program goals. It appears likely that such activities could more appropriately be carried out within the School District before the program gets underway. This might help to eliminate the uncertainty in the minds of many participants about the specific goals of the program and provide specific suggestions for procedures which are designed to provide the program data and printed materials to other counselors and students

Home Economics Resource Center for Parents

Project Area: Consumer and Homemaking

Person Responsible for Project: Mrs. Frances Chwalinska

Locations: Dunbar, Kearney, Kelley, and Reynolds Schools

New Project: Yes ___X___

No ______

Purpose(s) of Proposal

______ Curriculum
___X___ Instruction
______ Staff Development
______ Facilities and/or Equipment Installation
______ Job Placement
______ Other (Career Awareness and Pre-Employment Counseling)

Degree of Implementation

___X___ Fully Operational
______ Partially Operational
______ Non Operational

Budget: $31,067.00

Proposal Number: 22-5827

Category: Part F, Consumer and Homemaking

Project Description

Two paraprofessional Home Economists, one assigned to Reynolds and Kelley Schools, the other to Kearney and Dunbar Schools, provided instruction to parents and adults in such areas as nutrition, consumerism, and clothing construction.

Project History

Although the current school year was the first during which this project was funded, it was actually initiated in 1969 as the Adult Consumer and Home-Making Education project. The only difference between this latter program, which continued until its termination at the conclusion of the 1974-75 school year, and that presently being evaluated was that the original project's mobile unit was detached to become the nucleus of the Adult Education Resource

Center program. Unfortunately, the Home Economics Resource Center for Parents has been handicapped by the same difficulties that hindered its antecedent.

Project Objectives as Stated in Proposal

1. To contribute to a strengthened home and school, a consumer and homemaking education program.
2. To provide a program which involves individual and small group activities in those areas of greater concern to inner-city parents.
3. To enable parents to sharpen their homemaking skills.
4. To provide opportunities for parents to learn how to cope with their dual role of homemaker and wage-earner.
5. To allow participants to share in information, skills and talents with their peers.

Project Implementation

Since its inception in November, 1975, 14 observations were conducted at the project sites. These revealed, generally, small groups of adults working on personal projects related primarily to sewing. The rooms utilized by this program were very small and were shared by other organizations or projects. None was equipped with even basic kitchen facilities. Storage space was minimal, with seating and work areas deemed inadequate. One of the four sites was located on the fourth floor of an elementary school situated across from a retirement center. Since the building's elevator was usually not in working condition, the elderly were unable to participate in activities provided by this project.

Project Outcomes: Evaluation Questions

1. To what degree did adults take advantage of the program?

Monthly attendance records were maintained by the project personnel between November, 1975 and May, 1976. These are summarized in Table 1.

Table 1

Total Monthly Attendance Figures of Home Economics Resource Centers for Parents

	Reynolds and Kelley	Kearney and Dunbar
November	101	87
December	117	101
January	129	99
February	128	255
March	136	Not available
April	94	108
May	232	Not available

On the basis of the above figures, approximately six adults per school day availed themselves of the activities provided at each project site.

2. What specific activities were provided by the program, and how did these relate to increasing the homemaking skills of the participants?

Throughout the school year, individualized instruction was offered in sewing and clothing construction. All sites were equipped with sewing machines that appeared in reasonably good condition. Relating to this activity were fashion shows that were held at the various sites twice during the year. These were well attended and featured the participants modeling clothes which they had made in conjunction with this program.

Food demonstrations were conducted at two of the sites but were limited due to the absence of kitchen facilities. The paraprofessionals placed great emphasis on such topics as budget menus, food stamp use, and the improvement of nutrition in everyday meals. "Cents-off" coupons were traded, and attention paid to food market sales. A seven-week furniture refinishing course was provided at two of the sites.

These activities, along with the distribution of circulars on, and discussions of, various consumerism topics related well to increasing the homemaking skills of the project participants.

3. What were the reactions to the program of the principals in those elementary schools where the project was located?

Three of the four principals were interviewed during the year, and these felt that the project provided a beneficial service to the school community. The principals were very satisfied with the efforts of the paraprofessionals but were of the opinion that the lack of facilities was primarily the fault of the Home Economics department. They felt that the limited adult participation in the project could be attributed to the general apathy toward the schools that characterized the various inner-city school communities.

Discussion

As was pointed out in the Interim Report, this project--like its predecessor--experienced a series of problems from its beginning. Several of the measures suggested for improving the situation were implemented: supervision of the project by the Home Economics staff was augmented, and the paraprofessionals did receive additional utensils, appliances, and materials to expedite their work. But adult participation continued to lag relative to the amount of funding being expended for this project. In spite of the best efforts of all involved, the objectives outlined in the project proposal could not be realized when so few adults were making use of the program.

Conclusions and Recommendations

The decision on the part of the Home Economics supervisory staff not to seek refunding of this project for the 1976-77 school year appears to be in the best interests of all concerned. Although the paraprofessional staff did a more than satisfactory job, it is apparent that any project characterized by ill-defined objectives, poor facilities, and limited participation, has limited chances of success.

Implementation of the Cluster Concept into an Area Vocational Technical School Setting

Administrative Information

Project Area: Trade and Industrial

Person Responsible for Project: Mr. John Maier

Locations: Dobbins Area Vocational Technical School

New Project: Yes __X__
No _____

Purpose(s) of Proposal:

__X__ Curriculum
__X__ Instruction
_____ Staff Development
_____ Facilities and/or Equipment Installation
__X__ Job Placement
_____ Other

Degree of Implementation:

__X__ Fully Operational
_____ Partially Operational
_____ Non Operational

Budget: $24,326.00

Proposal Number: 20-5805

Category: Part D, Exemplary

Project Description

Ten-week curricula in four areas of Graphic Arts and in four areas of Metals were devised by faculty members in each cluster, with the objective that these learning programs would then be used in other area vocational technical schools. In addition, students enrolled in these areas were provided with job placement services.

Project History

Although funded for a period of one year, this program had been designed to supplement the existing Comprehensive Career Education Model K-14 project. The current school year was the third and final year during which the latter program was funded.

Project Objectives as Stated in Proposal

1. To provide skill development in the graphic-communications and metals clusters.
2. To provide a flexible curriculum within a cluster area in which a student will be able to choose an area of specialization after he/she has developed competencies in all the trade areas within the cluster.
3. To provide students with the kinds of experiences most likely to help them promote their careers by decreasing time periods needed for initial or retraining programs.
4. To implement the teaching of those skills which provide more relevance for students interested in a variety of occupations instead of a specific job with the use of individualized instructional programs.
5. To provide job placement services for senior cluster students.

Project Implementation

This project consisted essentially of two main activities. The first involved two groups of teachers under the direction of cluster chairmen devising detailed ten-week learning programs in the Graphic Arts areas of Letterpress, Hand Composition and Makeup, Linotype, Offset Presswork, and Offset Camera and Preparation; and in the Metals areas of Sheet Metal, Foundry, Machine Shop, Gas Welding, and Electric Welding. These programs not only included lesson plans; rostering techniques and lists of necessary materials, supplemental texts, films, and other media were also provided.

The second activity related to providing those 10th grade students enrolled in either the Graphic Arts or the Metals cluster programs with job placement services. These services were also made available by the Job Placement Officer at Dobbins Area Vocational Technical School to 11th and 12th grade pupils who had previously completed the cluster program.

Project Outcomes: Evaluation Questions

1. What staff development meetings took place to implement the cluster concepts in the graphic arts shop and the metals shop?

Staff development meetings got underway in October, 1975. During the school year nine observations were conducted of these sessions.

As indicated in the Preliminary Report of December, 1975, this project initially experienced severe problems relating to organization. No clear understanding of the specific goals of the project appeared to exist in the minds of the instructors. Lacking an agreed upon format, materials of limited value were being produced. After project management was made aware of these difficulties, however, the situation improved considerably. A format was devised, and staff development meetings became more productive. By spring, 1976, teachers involved in the program no longer needed to meet on a weekly basis, but were able to create their own materials and submit them for approval to their respective cluster chairmen.

2. What job placement services were provided for students involved in the cluster areas?

Data to answer this question were obtained from the Job Placement Officer at Dobbins Area Vocational Technical School, who assisted students in finding full and part-time positions.

Of the 34 students who completed the cluster program during the 1973-74 school year, 14 graduated in June, 1976 and found full-time employment in cluster-related jobs. Eight graduates are currently unemployed, four have entered the Armed Forces, four are continuing their training, and the career choices of the remaining four students cannot be determined at this time. Of the 42 students involved in the 1974-75 program as 10th graders, six of the 38 going into the 12th grade have already secured part-time employment in cluster areas. None of this year's 53 cluster students obtained part-time jobs to date, but all will be entering the 11th grade in September, 1976.

3. What curriculum materials were devised for use in the graphic arts shop and the metals shop?

All curriculum materials submitted by the participating teachers were examined by the evaluator. Both sets were accompanied by final reports prepared by the cluster chairmen explaining the programs and the progress made in devising the materials. These reports were helpful in providing the layman with overviews of the graphic arts and metals clusters.

The materials themselves are too extensive for detailed summary. In general, however, the lesson plans included the topics to be taught, behavioral objectives, classroom activities, pupil progress evaluations, and lists of supplemental materials. Some of these units were very detailed, whereas others were lacking in substance. Examination indicated that a clear understanding of what constitutes a behavioral objective was not shared by all of the participants. Some of the pupil progress evaluations appeared too sketchy to be of any use. Several of the units could be faulted on the basis of their lacking format components. Since the materials were never pilot-tested in another area vocational technical school setting, however, there is no way to determine how valid and useful they are as teaching instruments.

Discussion

The objectives of this project, as stated in its proposal, were attained to a satisfactory degree. A corpus of materials that forms the nucleus of the program now exists. It is presumed that this program, following proper field testing, can be implemented in graphic arts and metals shops located in other schools.

Conclusions and Recommendations

In spite of the generally favorable outcomes of this project, the following recommendations appear to be in order:

1. Many of the problems experienced initially by this project can be attributed directly to misunderstandings on the part of the participants as to the exact roles and responsibilities of the project manager, evaluator, cluster chairmen, and teachers. An honest discussion on this subject at the outset of this project by all individuals involved in it would have minimized managerial and participant frustration.

2. A project whose end result is the development of learning materials should include some arrangements for the pilot-testing of those materials. There is no way of assessing the educational value of the units that were prepared by the cluster teachers in this project. It can only be hoped that these materials can and will be of use to cluster area shop instructors in other area vocational technical school settings.

3. Competence in the role of a classroom teacher does not necessarily guarantee competence in the role of a curriculum writer. Cluster teachers should have been provided assistance from experienced writers of educational materials so that they would have known in what direction to proceed. In addition, input and critical comments concerning the materials should have been elicited from cluster teachers in other area vocational technical schools so as to have helped to insure the suitability of these materials.

Improvement of Guidance Services for the Job Bound

Administrative Information

Project Area: Vocational Guidance

Person Responsible for Project: Mr. Louis Morucci

Locations:
Bartram
Frankford
Franklin
Edison
Gratz
Kensington
King
Lincoln
Northeast
Olney
Overbrook
Penn, Wm.
South Phila.
West Phila.
University City
Washington, George

New Project: Yes ______

No __X__

Purpose(s) of Proposal:

______ Curriculum
______ Instruction
______ Staff Development
______ Facilities and/or Equipment Installation
______ Job Placement
__X__ Other (Career Guidance)

Degree of Implementation:

__X__ Fully Operational
______ Partially Operational
______ Non Operational

Budget: $80,000.00

Proposal Number: 10-6420

Category: Part B, Regular

Project Description

This program was designed to improve and expand career guidance services for secondary school youth. Career assistants worked with counselors and teachers to provide students with information about employment opportunities, job requirements, vocational-technical training programs, and general information about jobs.

Each assistant participated in the establishment, organization, and operation of a Career Resource Center which housed materials and equipment to provide students with necessary occupational information.

Each assistant was responsible for the activities in either three or four schools, and scheduled his or her activities on a rotating school basis.

History

While this was the second year in which the project was funded, it was the first year in which career information centers provided direct services for students. The 1974-75 school year was devoted to the acquisition and development of materials and media necessary to carry out the program. In addition, the staff was enlarged from two to five individuals to assist in carrying out the goals of the program.

Project Objectives as Stated in Proposal

1. Under the direction of the Career Guidance specialist (project manager) and the counselors of the participating schools, the Career Guidance assistants shall:

    a. establish Career Information Centers in each of the schools covered by this proposal;

    b. assist students, teachers, and parents in the use of the system programs such as: VICS, Job Search, audio-visual materials, slide/tape presentations, Pennscript, etc., and in the supervision of the center;

    c. obtain, organize, file, and make available for student and faculty use career information that can be obtained without cost or at minimum cost.

2. Obtain and organize a system to make available information concerning other career related programs.
3. Assist counselors to implement other career guidance programs such as: Career day programs, trips to career related sites, etc.
4. Keep daily records of student use of the career information center.

Project Implementation

Of the 19 schools originally contacted, 16 established a center in accordance with the guidelines specified. Of the remaining schools, Franklin Learning Center and Roxborough High School requested no services on any continuing basis. At the third center, South Philadelphia High, because of the existence of a counselor who was given Vocational Guidance responsibilities on a full-time basis, the project functioned differently than in the other 16 schools.

At this site, the Vocational Guidance counselor performed those functions normally executed by the Career assistant. Consequently, the assistant's activities were of a more limited nature than was the case in other schools. At that school, the assistant helped the Vocational Guidance counselor by working with a very small number of students on a continuing basis with the VIEW system. This is an occupational information system which incorporates overlays that correspond to interests, educational requirements, personal characteristics and job descriptions. By use of these overlays, a student narrows down options that are available to him.

A number of visits were made to project sites and a variety of activities and services to students were observed. At one school, a small group of students was observed utilizing the Philascript microfilm presentation while other students were examining some commercially prepared materials. A room off the library, near the counseling suite, was set aside for use as a career resource center. At the time of the evaluator's visits to other sites, career development assistants were observed spending a portion of their time assisting some students in using the VICS terminal, while helping other students, on a one-to-one basis, explore a variety of career information resources.

On the basis of the visits to each center, three conclusions can be drawn. According to the list of responsibilities assigned to and activities performed by these assistants (see Questions #2 and #4 under Project Outcomes: Evaluation Questions)all of the services were observed being performed at one site or another at different times.

Second, the location and size of the facilities varied considerably. In several schools, one section of the library was set aside for this function. In several other sites, one section of the counseling suite was utilized. Generally, while making the most of available room space, very few of the centers were of adequate size to allow the simultaneous use of the facility for a large number of activities.

Third, and related to this problem, is the fact that the assistants and several counselors reported that in over half of the schools, on the days when the assistant was at another site, the room was either not in use at all or had very limited or restricted use.

Thus, observation of the program indicates extensive use of program services while the assistant is present in at least 16 of the 19 schools where the program was available for implementation during the 1975-76 school year. Partial use existed in one school and only 2 of the 19 schools did not participate on a continuing basis.

Project Outcomes: Evaluation Questions

1. How many high schools elected to institute a career information center?

Sixteen of the 19 schools contacted established a Career Information Center. One additional school utilized the services of the Career Guidance assistant on a limited basis.

2. Are resources established along the guidelines described in the proposal?

According to the specifications listed in the proposal, each Career Information Center was provided with an adequate supply of equipment and materials, with two exceptions. There are only 10 complete sets of the locally-produced slide-tape career education presentations (developed by the Media Center department of the Career Education Division of the School District) utilized on a rotating basis by each school, as needed. Each complete set of these multi-media presentations contains 150 different units; each unit represents a separate occupation. Another limitation is that some centers do not have micro-fiche reader and/or reader-printer, a necessary component of the Pennscript and Philascript occupational presentations.

3. How are students selected or rostered to use the Career Information Centers?

To answer this question more easily, each school's procedures have been listed in Table I. below. This table indicates all of the student selection methods used in each school, although some were used to a greater degree than others in any particular school.

Table I

Student Selection for Center

School	Special Program Re-ferrals	Formal Assign-ment by Grade or School	Walk-Ins	Teacher Assign-ments	Teacher Re-ferrals	Counselor Referral
Bartram		x	x		x	x
Edison			x		x	x
Frankford				x	x	x
Benjamin Franklin			x			x
Germantown	x		x		x	x
Gratz						x
Kensington			x			x
King	x	x				x
Lincoln			x			x
Northeast	x		x			x
Olney	x					x
Overbrook			x		x	x
William Penn	x			x	x	x
Roxborough						
South Phila.						*x
University City	x					**x
Washington, G.						x
West Phila.		x	x			x
Franklin Learning Center						

*Limited use

**Vocational Guidance counselor performs all functions

4. In what activities are the students engaged when using the center?

Table II, presents an overview of activities in which students were engaged at each of the project sites.

Table 2

Student Activities at Each of the Project Sites

	Bartram	Edison	Frankford	Benj. Franklin	Franklin Learning Ctr.	Germantown	Gratz	Kensington	Martin Luther King	Lincoln	Northeast	Olney	Overbrook	William Penn	Roxborough	South Philadelphia	University City	Washington
1. Work with VICS	x	x	x							x	x		x	x			x	
2. Interviews with assistants	x	x		x		x	x	x	x	x		x	x	x		x	x	
3. Engage in Career Day Activities		x									x					x	x	x
4. Use career information in curriculum	x	x	x	x		x		x			x	x	x	x	x		x	
5. Engage in small group discussion			x					x	x	x	x			x				x
6. Go on career-related trips								x						x				
7. Meet with military personnel onsite and at school		x	x	x				x	x		x	x						
8. Meet with other personnel about careers			x								x	x	x					
9. Use bulletin board materials	x	x		x		x	x	x	x	x	x	x	x	x			x	
10. Use career files	x	x	x	x		x	x	x	x	x	x	x	x	x				x
11. Participate in Vocation Guidance week programs								x				x						x
12. Observe career films	x	x	x	x			x	x	x	x	x	x	x	x				x
13. Engage in extra-credit career information activities		x	x	x				x		x		x		x				
14. Use Pennscript and Philascript	x	x	x	x		x	x	x	x	x	x	x	x	x				x

In addition to the activities in which the students were engaged, the assistants performed the following additional services for students, teachers, and counselors. They established, maintained and supervised the Career Resource center; trained teachers, parents, and student aides in the use of VICS; reviewed commercially-prepared materials; worked with teachers, infusing career materials into curriculum; acted as a resource for Careers for Peers and for Career Alternative Programs. They also worked with parent volunteers and/or Home and School Association groups, worked with school librarians, supplied teachers with career materials for use in their own subject areas, and offered career-related services to graduates who had returned for assistance.

Discussion

This program is providing a much needed service to students who seek career information. While the specific activities of each assistant differed from school to school, a general pattern seems to have emerged. Assistants have established close working relationships with counselors, so that they not only work independently with students but frequently serve those students referred directly by counselors. Thus, they have been increasingly viewed as specialists who can help provide career information not otherwise available. The fact that 16 of 19 schools had established Career Information Centers since September, and that students were utilizing data obtained from them would indicate that the objectives had been met in those settings. It should be noted that at South Philadelphia High School, such a center was already in operation. In addition, as a result of publicity about this program in other schools, and other activities of the Career Guidance specialist's office, additional schools have requested service for the 1976-1977 school year.

Among the activities performed by this office, in addition to the ongoing duties of the assistants, are special programs for the assistants and counselors. One of these activities was a Staff Development Program entitled Private Business, Trade and Technical Schools and the High School Counselor. This Staff Development Program served 93 counselors from 19 high schools, as well as the Career Information assistants and other school district personnel, and the members of the Professional Organization of Pennsylvania Private

School Administrators. The program was designed to assist counselors to form guidelines suitable for use in assisting in evaluating the merits, quality, and stability of private trade business and correspondence schools. The proceedings of this staff development session was evaluated utilizing questionnaire responses measured on a five-point scale.

Questionnaire responses indicated a generally favorable attitude about the effectiveness of the session except that a majority of the respondents did not feel they were given up-to-date information concerning offerings at private schools. In all other respects, however, the questionnaire responses were quite favorable. Such activities provided the schools with assistance in dealing with issues not previously covered in a systematic way.

Conclusions and Recommendations

This program has demonstrated an effective way of providing guidance service for job-bound youth. The one problem for which a solution can be found is that the center's use is curtailed or interrupted on the days when the career assistant is not present in that particular school facility. If funds cannot be found to expand the number of assistants to serve these schools, alternative methods which have been found useful in some schools could be carried out in other schools. These include the training and use of parent aides and/or students to assist at the VICS terminals, and parent aides to help students use the microfilm reader-printers. On days when the assistant is present, more time could then be devoted to small group work and/or providing individualized help on a one-to-one basis.

Into the Mainstream

Administrative Information

Project Area: Consumer and Homemaking

Person Responsible for Project: Mrs. Frances Chwalinska

Location: Mastbaum Area Vocational Technical School

New Project: Yes X

No

Purpose(s) of Proposal:

- Curriculum
- X Instruction
- Staff Development
- Facilities and/or Equipment Installation
- Job Placement
- Other

Degree of Implementation:

- X Fully Operational
- Partially Operational
- Non Operational

Budget: $2,260.65

Proposal Number: 22-6007

Category: Part F, Consumer and Homemaking

Project Description

Twenty-four Spanish-speaking students, currently enrolled in the Food Service Program at Mastbaum Area Vocational Technical School, received extra-curricular instruction and experience in the preparation of various types of American foods. They also participated in field trips to American markets so as to become familiar with the variety and nutritional content of various food products.

Project History

This was the first year the project functioned. Due to funding difficulties, however, its first activities did not get underway until February, 1976.

Project Objectives as Stated in Proposal

1. To help each Spanish-speaking student to become aware of the variety of food products sold in the American supermarket.

2. To increase the students' knowledge of the market places available to them in their community. This includes Spanish as well as American stores.

3. To give the students the knowledge of foods they need to obtain gainful employment in the food service industry in the United States.

4. To help the Spanish-speaking students understand the nutritional requirements for a well-balanced diet and put the same into practice.

5. To expose the students to foods that can be substituted for their native diet and/or to know how to plan nutritious meals with their native foods.

6. To make the student nutritionally aware so that they will improve their homemaking skills.

Project Implementation

During the semester in which the project activities took place, four observations were conducted. With the assistance of the instructor and a student translator, students on three occasions were observed preparing a variety of foods. All participants appeared highly interested in the tasks being completed. During the fourth observation, a field trip was conducted to a fast-food operation located near the school. The students were polite and attentive during their visit.

Project Outcomes: Evaluation Questions

1. In what general activities were the students enrolled in this program engaged?

From February through June, 1976, Spanish-speaking students met two days a week, after school, from 2:00 to 4:00 P.M. During this time they received instruction in food preparation which was accompanied by hands-on experiences. Foods prepared were selected from an extensive list of items drawn up by the teacher; these were dishes with which the students had had little or no acquaintance. Six field trips were also taken by the students. These included visits to the forementioned fast-food operation, the Italian market, and several supermarkets.

2. How many students were enrolled in the program?

Although 24 students were to have been enrolled in this program, the project experienced attendance difficulties from the very beginning. Competing school activities which met at the same time as this program kept the attendance in the range of six to twelve students at each session.

3. What were the general reactions of the instructor and students to the program?

Informal interviews conducted with the students revealed a great deal of enthusiasm on their part for the project. They recognized the need to broaden their cooking experiences and their familiarity with American foods. The instructor likewise was very enthused about the project. Although somewhat disappointed by the student turnout, she nevertheless provided the participants with a rewarding learning experience.

Discussion

The objectives listed in the project proposal were attained to a satisfactory degree. Spanish-speaking students were exposed to a variety of American foods and their nutritional content. Their visits to American stores represented a valuable learning experience. Whether these will contribute to their obtaining gainful employment in the food service industry cannot be ascertained. But experiences gained in this project undoubtedly should improve the homemaking skills of its student participants.

Conclusions and Recommendations

In spite of its limited attendance, this project was generally successful. As suggested by the project instructor, however, if funds are again sought for a program of this type, it is recommended that participation should not be limited to Spanish-speaking students. Members of other ethnic or racial groups could be the recipients of the same type of benefit to be derived from the activities and learning experiences that were provided in this project.

Job Placement Centers

Administrative Information

Project Area: All Fields

Person Responsible for Project: Mr. James McMillan

Locations: Olney, Overbrook, Germantown, Roxborough, South Philadelphia, West Philadelphia, William Penn, Dobbins, Edison, Kensington, Bartram, Randolph Skills Center, Gratz, and University City High School

New Project: Yes _____

No __X__

Purpose(s) of Proposal:

- _____ Curriculum
- _____ Instruction
- _____ Staff Development
- _____ Facilities and/or Equipment Installation
- __X__ Job Placement
- _____ Other

Degree of Implementation:

- __X__ Fully Operational
- _____ Partially Operational
- _____ Non Operational

Budget: $84,952.00

Proposal Number: 13-6119

Category: Part B, Disadvantaged

Project Description

This program was designed to assist high school students, graduates, and dropouts to obtain employment. A job placement officer was assigned the responsibility for two high schools on an alternating day basis. The officer was responsible for promoting and generating jobs in the general vicinity of the school by contacting potential employers. The officer also received calls from potential employers as a result of advertisements placed in local newspapers and flyers distributed throughout the neighborhood. After placements were made, it was the responsibility of the placement officer to follow-up and maintain records of students' job progress.

Project History

This project began operating during the 1972-73 school year. During the following year placement officers were located in five schools. This number was expanded to 14 when additional funds became available. During 1974-75, and at the start of the present school year, the number of placement officers was again reduced to five due to budget restrictions. In addition, during the current year, there were two resignations. Replacements were made for these individuals and two additional positions were created and filled during the late spring semester.

Project Objectives as Stated in Proposal

The function of the Job Placement Officers will be to develop, process and fill:

1. part-time jobs for students--jobs after school, evenings, week-ends, holidays, and summer
2. jobs of a temporary or occasional nature
2. jobs for current dropouts and current graduates, in cooperation with the Bureau of Employment Security

Project Implementation

Periodic visits were made to the project sites to observe both the procedures utilized and the problems encountered in each school. Visits to these sites revealed that the procedures utilized for recruiting students varied from site to site but were uniform within each site. The methods of interviewing students remained consistent from officer to officer. It was observed that many more students were waiting to be interviewed than could be placed, based upon the number of available jobs. In a few locations, the physical facilities were poor; the officers worked in very small rooms shared by a large number of individuals. These conditions often promoted a lack of privacy and an excessively noisy atmosphere. This made it difficult to interview students, especially when it was necessary to discuss the parents' financial status. These problems have been outlined before but few solutions have been found.

Project Outcomes: Evaluation Questions

1. Were the Job Placement Officers employed in this program successful in developing, processing, and filling:
    a. jobs for disadvantaged vocational education students--jobs after school, evenings, weekends, holidays, and summer
    b. jobs of a temporary or occasional nature
    c. jobs for current dropouts and current graduates, in cooperation with the Bureau of Employment Security?

Data obtained from each of the Job Placement Officers during the 1975-76 school year indicated that 805 placements were made. This represented a slight increase over the 1974-75 total of 736. Of these placements, 258 (31%) were of a temporary or occasional nature while 547 (69%) were permanent positions. In 711 cases (88% of the total), the students were regular full-time students. Also placed were 42 graduates and five dropouts. The Placement Officers continued to spend a considerable amount of time on employer contacts, having made 1,874 personal visits and 1,319 telephone calls either to solicit jobs or to follow-up the progress of students who had been placed on jobs. They also continued to work closely with personnel from the Bureau of Employment Security.

2. What problems can be identified in the operations of the Job Placement Program?

As was mentioned in the Interim Report, there were no problems encountered in recruitment and signing up of students. Students continued to need, however, a great deal of assistance in the completion of job application forms and in learning the best way to speak to potential employers. The evaluator suggests that the Job Placement Officers spend some of their time working with groups of students rather than only with individuals to teach them basic employment-seeking skills. As for the recruitment of employers, economic conditions made jobs very difficult to obtain; this had also been the situation during the 1974-75 school year. The very "tight" job market was thought to have an especially negative impact, particularly upon disadvantaged youth.

Three other problems have been enumerated both in previous reports and in the current mid-year report. In most cases, the physical facilities made available to the Job Placement Officers have remained inadequate although an improvement was made in one setting; an individual who had previously been without a telephone was provided with one. Especially difficult were settings in which the Placement Officer shared small and cramped quarters with a number of other school personnel; no privacy when interviewing students was possible. In addition, because so much time was spent locating job vacancies, less opportunity for follow-up of students placed, to determine their success, was possible.

Also of concern was the turnover rate among the placement officers. During the current school year, two resignations took place during November. This resulted in an interruption of service because replacements were not hired immediately. In addition, vacancies were created or positions eliminated on a periodic basis, depending upon the availability of funds. This situation created problems which affected services to students. The schedule of alternate day service to two schools also interfered with the continuity of service.

Discussion

In addition to the poor general economic conditions which made the work of the placement counselors more difficult, there was the added problem of the resignation of two individuals and the subsequent need to train their replacements. An additional person was hired during the second half of the school year who also needed training. This led to some delays in providing jobs for students in those particular schools. Despite these and other problems, the program made 805 placements this year compared to 736 for the preceding year.

The objectives of this program then, are continuing to be met. It would be helpful, however, if the physical conditions under which these personnel work could be improved.

Conclusions and Recommendations

In addition to the problems which have been discussed in previous sections, it has been mentioned frequently by placement counselors that their greatest efforts were often devoted to assisting students with such things as completing application blanks, learning how to dress for interviews, and other basic techniques necessary for seeking jobs. It is suggested that counselors schedule groups of students with whom the placement officers can work to help them improve their job seeking skills. This would result in a more efficient use of placement officers' time. It is also suggested that the previous recommendation to improve the physical facilities, where detrimental to the program, be carried out as quickly as possible. Every attempt should be made to continue the efforts to locate potential employers and to maintain close working relationships with those employers currently participating in the program.

Locating and Developing Individualized Instructional Materials for Skills Centers

Administrative Information

Project Area: Business and Distributive Education

Person Responsible for Project: Mrs. Averill R. Pritchett

Location: John F. Kennedy Center for Vocational Education

New Project: Yes __X__

No _____

Purpose(s) of Proposal:

__X__ Curriculum
_____ Instruction
_____ Staff Development
_____ Facilities and/or Equipment Installation
_____ Job Placement
_____ Other

Degree of Implementation:

__X__ Fully Operational

_____ Partially Operational

_____ Non-Operational

Budget: $104,887.99

Proposal Number: 28-6011

Category: Part A, Disadvantaged

Project Description

This project involved groups of teachers from various areas of business education and distributive education selecting and, whenever necessary, adapting individualized materials for use by students in a skills center. Materials chosen were to be field-tested by teachers within widely varying school settings.

Project History

This was the first year during which this project, scheduled to be conducted over a three year period, received funding.

Project Objectives as Stated in Proposal

1. To identify individualized business education instructional materials, courses, and programs used by other school systems which can be adopted or adapted for use in the Skills Centers for the following subject areas:
    a. Typewriting
    b. Specialized Typewriting
    c. Duplication Laboratory
    d. Shorthand
    e. Machine Shorthand
    f. Machine Transcription
    g. Bookkeeping, Accounting and Laboratory
    h. Electronic Calculation
    i. Keypunch
    j. Computer Data Processing
    k. Records Management
    l. Office Occupations Laboratory
    m. Distributive Education Laboratory
    n. Cooperative Office Education
    o. Work Experience Laboratory
2. To develop individualized materials, course outlines, and/or programs where nonexistent.

Project Implementation

Since the main activity of this project was the selection and adaptation of instructional materials, observational data as such were of limited value. Four observations of the staff sessions, however, were conducted and these revealed small groups of teachers inspecting and discussing various types of written and visual materials. Interest appeared high on the part of the participants, and records indicated that these sessions were well attended by the teachers throughout the year. Five observations were likewise conducted of materials being field-tested. As will be explained, although the results of this field-testing were inconclusive due to the manner in which it was conducted, nevertheless, the observations did confirm that attempts were made to elicit student reactions to the materials.

Project Outcomes: Evaluation Questions

1. In accordance with prescribed criteria, what materials have been devised and/or located for use in the skills centers in each of the following areas:
    - a. Typing and Secretarial?
    - b. Data Processing, Key Punch, Bookkeeping, and Accounting?
    - c. Distributive Education, Work Experience, and Cooperative Education?

The personnel of this project were divided into three components, each being assigned to the selection of materials in one of the above areas. Each of these components, in turn, consisted of three groups of teachers scheduled to staff the project for periods of four months. The Project Manager and a reading specialist were the only permanent staff members.

During the course of the current school year, the first teacher component, involved with the typing and secretarial materials, was staffed by six teachers during the summer, six during the fall, and five during the spring. In the early part of the school year the typing subdivision selected and adapted the Westinghouse System. During the spring sessions this subdivision developed 25 lessons from the Gregg 75 typing book.

Objectives for student performance were defined with alternative activities listed for those students unable to meet these objectives. The shorthand subdivision of this component selected two variations of Gregg Shorthand, adopted and partially adapted the Landmark System, and chose two systems of Pitman Shorthand. One of the latter was the adaptation of the Pitman Shorterhand text. Units I and II have been written, and a part of Unit III has been completed. Of the 81 slides that compose Unit I, the script has been recorded for 72; the script for one-half of Unit II's 72 slides also has been recorded to date.

Within the second component of teachers the bookkeeping subdivision developed its materials from a variety of sources including 21st Century Bookkeeping and Dade County Individualized Packets. Four of the projected 25 units were completed The data processing and key punch personnel selected the IBM System 3741 and 3742, TAB Product Data Entry System, and the CMC103 Data Entry System. This component was staffed by five teachers during the summer, five during the fall, and eight during the spring.

The distributive, cooperative, and work experience education component was made up of three teachers who served during the summer, four during the fall, and eight during the spring. The staff gathered and adapted 14 units of materials relating to employment practices that were applicable to all three clusters. These packets were developed from a variety of sources. This component also selected and recommended materials for use by DE students published by the Gregg Publishing Company as well as the IDEC System for their use.

2. What was the procedure used to devise and/or locate materials for the skills centers?

Teachers worked in small groups or individually, perusing materials that had been obtained by the project manager. These materials had been recommended by various Federal agencies, educational institutions, VEIN, and teachers who had utilized them on the high school and college levels. Some of the materials were mediated and thus ready for use. Others had to be somewhat altered and then mediated by the curriculum writers in the project. It is expected that all the materials will be field-tested prior to their introduction into a skills center setting.

3. In what manner were materials selected for the skills centers field-tested?

Five observations were conducted of the field-testing of materials in bookkeeping, typing, and shorthand. These involved either one or a few students using the materials and then completing questionnaires about them.

As mentioned, the field-testing was inconclusive. Although the students generally indicated that they found the materials were instructive and satisfactory, the conditions under which the materials were used were deemed unrealistic. Since no control group using conventional materials was utilized, no conclusions could be drawn as to the quality of the individualized materials. The use of one or a very small number of students rendered such field-testing of limited value. Informal interviews with the teachers of several of these students, in addition, revealed that the pupils were above average, and hence academically would not compare well to the general population of students to be found in a skills center.

Discussion

The objectives outlined in the proposal of this project were attained to a satisfactory degree. The schedule stipulated for the first year of this three year project appears to have been met. A very extensive collection of materials has been selected and is currently being revised and expanded.

Conclusions and Recommendations

To date, this project has been successful in its efforts to identify individualized and up-to-date business education curriculum to be utilized in the skills centers. The system of employing staff personnel and having them, in effect, review and confirm choices and decisions already rendered by their professional colleagues represented a commendable feature of this project.

It is recommended, however, that series of instruments be devised with the assistance of the Office of Research and Evaluation which will enable the contemplated field-testing to produce data as to the quality of the materials to be introduced. In addition, a systemized procedure of testing using as wide a variety of student populations as possible should be included in the activities of this project for the 1976-77 school year.

Medical Careers at Jefferson Hospital

Administrative Information

Project Area: Vocational Guidance

Person Responsible for Project: Lucille Mitchell

Locations: Jefferson Hospital and Medical College, Laboratories and Clinic areas

New Project: Yes _____

No __X__

Purpose(s) of Proposal:

_____ Curriculum
__X__ Instruction
_____ Staff Development
_____ Facilities and/or Equipment Installation
_____ Job Placement
__X__ Other (Career Awareness)

Degree of Implementation:

_____ Fully Operational
__X__ Partially Operational
_____ Non Operational

Budget: $18,480.00

Proposal Number: 10-6416

Category: Part B, Regular

Project Description

This program was designed to provide those students who had expressed an interest in medical or related scientific careers with hands-on experiences at Jefferson Hospital laboratories and clinics. Participants were to be assigned to a preceptor in an area of interest to them. Some examples of departments in which students could work were microbiology, physiology, nursing, pharmacology, and physical therapy. During the summer, students received a weekly stipend. No remuneration was provided during the winter months. Tokens were provided, however, throughout the year. During the school year, students worked part-time; during the summer months, students worked from 9:00 a.m. to 5:00 p.m., five days a week. Also, during the summer, students took a series of field trips to see other medical facilities and installations. The program was coordinated by an instructor from South Philadelphia High School and two medical students from Jefferson who had expressed an interest in working with these students.

Project History

This project has been in operation since the fall of 1969, when 15 students enrolled in the program. This is the fourth year, however, in which this program has operated utilizing Vocational Education Act funding. While the majority of program participants over the years have continued their education either in college or post high school programs, many problems have prevented full program implementation on a sustained basis.

Project Objectives as Stated in Proposal

1. To introduce 30 students from South Philadelphia High School to the paraprofessional medical career options available through Vocational Education.
2. With the assistance of the administration and staff of South Philadelphia High School, 30 students will be selected.
3. Twenty-five members of the medical faculty, working part-time and two medical students working part-time, will perform these functions.
4. Only the facilities at Jefferson Medical College of Thomas Jefferson University will be used for this project.

Project Implementation

Despite the knowledge that the 10th grade students had not been selected for the program and no schedule was available for those students who were in the program for the second or third year, several attempts were made by the project evaluator to observe the students at their work stations. In only two cases could a student be found.

Project Outcomes: Evaluation Questions

Because of the problems encountered throughout the school year, it was not considered worthwhile to attempt to measure the program outcomes this year. Clearly, program objectives were not achieved.

In March, a meeting was called by the project director, and attended by all persons involved in the program. The meeting dealt with all of the major problems that have reduced the effectiveness of the program in the past, including attendance problems, school scheduling, and school follow-up. As a result of this discussion, the school made a firm commitment to provide teacher supervision of the students at Jefferson and to determine the possibility of awarding credit to students for their out-of-school experiences in the program. The representatives from Jefferson reaffirmed their interest in continuing the program. It was the opinion of all individuals attending this meeting that the steps being taken by South Philadelphia High School would greatly strengthen the program and that the program should be continued for another year with the hope that during the course of the year its problems would be corrected.

Discussion

This program failed to get underway at the beginning of the school year as specified in the proposal. Several problems occurred which had a bearing upon the results of the program during the current school year. First, no selection of 10th grade students took place at the beginning of the school year. While an instructor at South Philadelphia High School was given the responsibility for processing student applications, he was given no time or responsibility for following up on these applications, acceptances, or student attendance during the winter phase of the program. Also, no new 10th grade students were enrolled at the time specified. Consequently, it was impossible to ascertain which students were attending, when they were attending, whether they were attending, or what progress was being made when they actually were attending.

From attempts made by the evaluator to determine student enrollment, it was learned that some three or four students who had been in the program for some time and who had a considerable interest in the program were attending whenever they were able to find time. A serious complication for these students was that they were also in need of employment to help pay for graduation expenses or college tuition or other pressing financial needs. Consequently, no new 10th grade students participated in the program during the school year, and 11th and 12th grade students who had been in the program during the previous year were attending on a sporadic basis. In addition, a serious accident in December left the project manager at Jefferson Hospital unable to fulfill the duties previously assigned to her.

Because it was believed by personnel both from Jefferson and from the school district that the potential merit of this project was considerable, it was decided to try to take a number of corrective measures in an attempt to ensure project success. An assistant dean from the medical school undertook responsibility for the program and provided support to one of the professors who was given responsibility for implementing the program with the assistance of two medical students. In addition, an instructor from South Philadelphia High School was given the responsibility for observing and supervising the students as well as providing some part-time tutoring in mathematics and science in areas where students demonstrated weaknesses. A group of 32 students (both new and previous participants) was selected with the understanding that they would demonstrate a consistent commitment.

Conclusions and Recommendations

In view of the fact that this program was not operational during this school year, no recommendations can be offered. At the conclusion of the summer phase of the program, which is fully operational, a further report will be submitted.

Operation of TMR Vocational Workshop Program

Administrative Information

Project Area: Special Education

Person Responsible for Project: Mr. Irving Blau

Locations: Bartlett, Brooks Educational Center, Muhr, Spruance

New Project: Yes ______
No X

Purpose(s) of Proposal:

______ Curriculum
X Instruction
______ Staff Development
______ Facilities and/or Equipment Installation
______ Job Placement
______ Other

Degree of Implementation:

X Fully Operational
______ Partially Operational
______ Non Operational

Budget: $316,432.00

Proposal Nmber: 17-6073

Category: Part B, Handicapped

Project Description

This project provided vocational training to trainable mentally retarded students in a workshop setting. Four training facilities were established and provided work experiences in assembly and packaging to 500 students.

Project History

The project was started during the 1973-74 school year. At that time, emphasis was placed on establishing the shop, staff development, and student evaluation and training. The Spruance School was able to train enough students to begin some outside work. The evaluation report for the 1974-75 school year stated that the project was functioning at each of the four locations. Training and work opportunities continued to expand and new companies became active participants in the program. The 18 companies willing to assist the project indicated willingness on the part of industry to cooperate with the school district in a meaningful program.

Project Objectives as Stated in Proposal

1. To continue the job training of TMR students, ages 15-21, who provide packaging and processing services in competition with other agency workshops.
2. To continue compensatory student training on a piece-work basis.
3. To provide for possible job or agency placement of the TMR as they reach work readiness stage or age 21.
4. To provide an understanding of factors which nurture job-readiness in TMR young adults.
5. To make vocational shop teachers aware of all functional education shop-related offerings at the TMR level.
6. To coordinate all work related class and shop offerings to provide a complete job preparation program for the TMR.
7. To provide sufficient work contracts for the school district's four Packaging and Processing Workshops.
8. To provide for necessary pick-up and delivery from and to industrial vendors of shop contract work.

Project Implementation

Visits were made to all project locations. Twenty onsite observations were made across all sites. All workshops were doing work for outside companies and students were observed performing a wide range of tasks. Many of them were involved in counting and assembling various items, while others were observed preparing completed items for return shipment.

Observations indicated that the project director had implemented the recommendations that were made in the evaluation report of 1974-75. The majority of students were now being exposed to the total school program. In addition to the workshop experience, students were exposed to other classroom teachers who assisted them in developing and improving the skills required in daily living.

Project Outcomes: Evaluation Questions

1. Did the number of assembly and packaging tasks that students were able to perform increase during the school year?

Assembly and packaging instructors at each location assessed the ability of their students. Individual students were rated on their ability to perform a selected group of 12 tasks that were essential to successful performance in the assembly and packaging process. Selection of the performance factors was based on the observations and task analyses conducted by the project staff since the inception of the project. A total of 193 trainable mentally retarded students were involved in the assessment programs. The performance criteria were applied to the group of students from the following schools: Brooks, 42 students; Spruance, 60 students; Muhr, 39 students; and Bartlett, 52 students. Students were rated in December, 1975 and again in May, 1976. The results of each assessment were summarized and compared to determine the status of student performance for the school year. Table I presents the results of the comparison.

Table I

Results of Student Task Performance Assessment (N=193)

Tasks to be Performed	Number of Students Who Successfully Performed Individual Tasks		
	December 1975	May 1976	Net Change
Follow Uncomplicated Verbal Instructions	69%	78%	+ 9%
Use Both Hands Simultaneously	59%	73%	+14%
Visually Discriminate Sizes, Shapes, and Colors	56%	67%	+11%
Identify and Use Hand Tools	47%	50%	+ 3%
Work for a Period of Two Hours	55%	65%	+10%
Work Side by Side	59%	68%	+ 9%
Operate Packaging Machines	41%	47%	+ 6%
Collate by Hand (Numerical and Alphabetical)	52%	67%	+15%
Knowledge of Factory Procedures (Time Clock, Break Time, etc.)	56%	60%	+ 4%
Call Problems to Attention of Teachers	49%	60%	+11%
Report for Work on Time	86%	87%	+ 1%
Retain Previous Instructions about Jobs	49%	61%	+12

The assessment process that was conducted in December, 1975 was based on instruction and other classroom activities that were implemented in September of the same year. The data obtained in December indicated that more than 50% of the total workshop population was able to perform at least 10 of the 12 tasks in the required manner. While a majority of the students had reached a level of training that enabled them to perform the tasks, it was apparent to the staff that additional training, instruction, and classroom practice would be required to maintain the level of competence needed to perform the tasks. In addition, remedial instruction had to be provided to eliminate the areas of weakness identified in those students who were not able to perform the tasks.

The second assessment was conducted by the workshop staff in May, 1976. The number of students who were successful increased in all of the tasks. The largest increases were recorded in task Number 2 (use both hands simultaneously) and number 8 (collate by hand). A majority of the students in all of the workshops engaged in those activities daily for extended periods. Consequently, more students were able to develop the skills required to perform those tasks. The results of the assessment process by individual workshop sites are presented in Table 2.

Table 2

Comparison of Task Performance Results for Students at the Four Workshops

	Brooks N=42		Spruance N=60		Muhr N=39		Bartlett N=52	
Task to be Performed	1975	1976	1975	1976	1975	1976	1975	1976
Follow Uncomplicated Verbal Instructions	69%	69%	30%	47%	56%	67%	62%	69%
Use Both Hands Simultaneously	79	79	28	72	64	67	73	73
Visually Discriminate Sizes, Shapes, and Colors	57	67	53	70	64	64	58	65
Identify and Use Hand Tools	40	42	42	48	41	41	63	65
Work for a Period of Two Hours	60	62	28	57	72	72	71	71
Work Side by Side with Other Students	55	57	35	60	69	72	81	83
Operate Packaging Machines	21	31	53	60	36	44	46	48
Collate by Hand (Numerical and Alphabetical)	50	55	48	72	72	72	44	67
Knowledge of Factory Procedures (Time Clock, Break Time, etc.)	64	67	43	55	51	51	67	67
Call Problems to Attention of Teachers	62	64	25	48	54	59	63	71
Report for Work on Time	71	74	90	92	79	79	98	98
Retain Previous Instructions about Jobs	74	79	20	45	44	56	65	69

In interpreting the results at individual workshop locations, the results of the Muhr School should be used as a guide. The Muhr staff has had the most experience in the training of retarded students and in the evaluation of their progress. Their shop was established a year before the project was implemented at the other three locations. The instructional staff at each school rated their students on a daily basis. The range of skills displayed by students at various schools was greatest during the first assessment period; the May ratings indicated that the abilities of the students had developed by then to a similar level from school to school. The data revealed that the greatest gains were made by students at Spruance. Students at Muhr had the least amount of gain although they had most experience in the shop activities. It also suggested that the students at Muhr had reached their growth potential and may provide project personnel with additional information about the expected limits of the population.

2. Did production and earnings at the Bartlett, Brooks, and Spruance Schools increase over the levels established during the 1974-75 school year?

Project personnel maintained records which provided data related to production and earnings of students at individual sites. A review of the data revealed that the workshops provided assembly and packaging services to 13 different companies. The majority of the companies were solicited last year and expressed a desire to continue the relationship. As was the case last year, the J. B. Lippincott Company continued to be the major supplier of work. It was followed by Unique Industries and Packaging Coordinators. All of the companies for which the workshops provided services are listed below:

J.B. Lippincott
Unique Industries
Packaging Coordinators
Continental Box
Automatic Packing
Bio-Marine
C. McKay
Reliance Paragon
Simkar
RBC Industries
PSFS
Central Penn
Snyder Manufacturing

All of the workshops provided assembly and packaging services to outside industries. Unlike last year, all of the locations had a group of students who had reached the level of training and experience necessary to complete the majority of tasks associated with the assembly and packaging process. Consequently each school functioned with more independence this year and each school provided services to specific companies. The volume of work provided by J.B. Lippincott and Unique Industries, however, required that each shop provide a high level of service to them so that production schedules could be maintained. Table 3 shows which schools performed services for specific companies.

Table 3

Assembling and Packaging Work Completed by Individual Workshops

	Schools Involved in the Activity			
Companies	Bartlett	Brooks	Spruance	Muhr
Automatic Packing				X
Bio-Marine			X	
Central Penn				X
C. McKay				X
Continental Box			X	
J. B. Lippincott	X	X	X	X
Packaging Coordinators			X	X
PSFS				X
RBC Industries				X
Reliance-Paragon				X
Simkar				X
Snyder Manufacturing				X
Unique Industries	X	X	X	X
Total	2	2	5	11

The students at the Muhr School performed services for all of the companies with the exception of Bio-Marine and Continental Box. The students at Spruance provided services to five companies. Project records indicated that Brooks and Bartlett students spent the majority of their time processing the large volume of orders supplied by Lippincott and Unique Industries.

Students involved in productive work for the participating companies were compensated on a piece-work basis for the work they completed. The level of student earnings during the 1975-76 school year was compared with the level in 1974-75. Production levels were difficult to determine because of the variety of contracts secured by the shops. The piece rate paid to individual students varied for each contract depending on the number of tasks required for completion. The amount of compensation received by each workshop indicated the value placed on the items that were produced. Data concerning the earnings of students for the two-year period are in Table 4.

Table 4

A Comparison of Student Earnings for a Two-Year Period

Schools	1974-75	1975-76
Muhr	$ 4,724	$ 7,444
Brooks	2,161	5,864
Spruance	1,810	6,909
Bartlett	1,411	3,997
Total	$10,106	$24,214

The data in Table 4 confirmed that students continued to develop the skills required to function successfully in the workshop. The 1974-75 school year was the first year that all locations were compensated for productive work. At that time, the majority of students were engaged in training experiences that would prepare them for productive work. The earnings obtained by the students for the 1975-76 school year were the results of that training. The wages paid to the students by the participating companies represented only a portion of the total money paid to the project by the companies. The balance of the money was put into a fund to be used to buy and replace equipment and supplies in accordance with school district policy. A summary of the total money paid by individual companies is presented in Table 5.

Table 5

Total Payment Made by Participating Companies to the Workshop Project

Participating Companies	Amount Paid
J. B. Lippincott	$32,684
Unique Industries	4,255
Packaging Coordinators	4,237
Continental Box	1,095
Automatic Packing	883
Bio-Marine	583
Reliance Paragon	277
Simkar	275
RBC Industries	269
C. McKay	170
PSFS	88
Central Penn	57
Snyder Manufacturing	41
Total	$44,914

3. What activities were planned and implemented at the staff development sessions?

This year, staff development sessions consisted of a series of meetings held once a month. Participants at the meetings were the lead instructors from each workshop location, the project manager, and the supervisor from Special Education. The meetings were held to discuss and resolve common problems and to determine and implement uniform methods and procedures in the daily operation of the project. The major accomplishment of the sessions was the implementation of a new record-keeping procedure which resulted in a more efficient and accurate method of determining student earnings.

Discussion

The objectives of the project were met. The project was functioning as required at each of the four locations. Students were exposed to training in a work oriented setting which provided intensive instruction in repetitive type tasks essential to future employment.

Conclusions and Recommendations

All of the workshops were operational and providing services to students and industry. This year, a task performance chart which listed the skills required to perform the assembly and packaging tasks was developed. The task performance chart enabled workshop personnel to apply uniform criteria to all workshop students when monitoring student progress. Workshop personnel utilized the performance chart to observe and assess the skills of a sample of 193 students. A review of the results revealed that the majority of students in each workshop had reached a level of skill development that permitted them to function in the shop effectively. The project provided trainable mentally retarded students with realistic work preparation and training as stipulated in the proposal.

A Pilot Program with Compensation for Developing Self-Instructing Modules in Home Economics Related Areas

Administrative Information

Project Area: Consumer and Homemaking

Person Responsible for Project: Mrs. Frances Chwalinska

Location: John F. Kennedy Center for Vocational Education

New Project: Yes X

No

Purpose(s) of Proposal

X Curriculum
Instruction
Staff Development
Facilities and/or Equipment Installation
Job Placement
Other (Career Awareness and Pre-Employment Counseling)

Degree of Implementation

X Fully Operational
Partially Operational
Non Operational

Budget: $18,010.00

Proposal Number: 22-6007

Category: Part F, Consumer and Homemaking

Project Description

This project involved five Home Economics teachers choosing new materials, as well as adapting existing ones, that conformed to criteria that had been determined for individualized modules in Home Economics. The materials selected or devised related to the areas of housing, equipment and home furnishing services; institutional and industrial hospitality services; food and nutrition services; health, welfare and child care services; and clothing and textile services and production. This project represented the first phase of a program directed at the complete revitalization of Home Economics instruction in the Phialdelphia schools.

Project History

The current school was the first for which this project was funded.

Project Objectives as Stated in Proposal

1. The advisory committee will develop criteria for evaluating modules.

2. To reproduce and disseminate modules according to criteria established by the advisory committee, as related to varying levels of competencies at different levels.

3. To provide effective teacher-student tested learning experiences for the inner-city student.

4. To provide a continuum of learning experiences in Career Education, for Grades K-12, which will enable students to develop competencies at the different levels and in the various areas of Home Economics.

Project Implementation

This project got underway in November, 1976 when a group of interested individuals - from industry and education - met to discuss ways by which Home Economics could be restructured so as to make instruction more beneficial to students. From this meeting there resulted the formation of an Ad Hoc Home Economics Advisory Committee consisting of 12 persons. This group met in early January, 1976 and gave their approval to five criteria that they felt should be met by Home Economics materials and programs. These were competency-based in nature, with emphasis on hands-on experiences being provided in the classroom.

In the meantime, flyers were circulated advertising for five curriculum writers. Experienced Home Economics teachers were chosen who began their tasks in February. By the time the project was concluded in late April, an extensive corpus of materials had been gathered and programs outlined. These are currently being re-evaluated by another group of teachers and this activity represents the second phase of the revitalization effort.

Project Outcomes: Evaluation Questions

1. Were criteria for evaluating modules developed by the advisory committee?

The Ad Hoc Home Economics Advisory Committee approved a list of competency-based criteria at its meeting in January. These five criteria had been devised by the supervisory staff of the Home Economics department.

Perhaps of greater importance to the implementation of this project was an extensive guide that outlined the precise manner in which materials were to be chosen or created. "Revitalizing and Expanding Home Economics Competencies and Self-Instructing Modules" was a detailed guide prepared by the Home Economics supervisory staff that included explanations of competencies and behavioral objectives, the procedures for task development, and the criteria for competency guidelines. A timeline of assignments was also included. The five curriculum writers found this guide to be most helpful in completing their individual projects.

2. What modules were selected, reproduced, and disseminated for use in district schools?

When the five curriculum writers assembled in February, they were given the following instructions to guide them in their work:

a. review the present curriculum offerings in Home Economics
b. develop a basic framework for the revitalization of Home Economics
c. design a spiral system of competencies for the occupational clusters related to Home Economics
d. evaluate media and instructional materials currently available for program use

With these items in mind, each participant drew up a list of competencies that were to be achieved in the course of a four year curriculum spanning Grades 9 through 12. Once these competencies in each area were designated, the writers listed behavioral objectives related to each competency. To facilitate the teaching of each competency, lesson plans containing suitable reference materials, pre- and post-tests, teaching suggestions, and occupational information, were then devised.

Due to the lack of time in this phase of the project, no curriculum writer was able to complete all the materials supportive of each identified competency, but a very extensive compilation was submitted in May by each writer in the five designated areas. The materials have been examined and appear to represent the beginnings of a thorough revitalization program Home Economics. In addition to the extensive collections of materials in the five specified areas, supplementary materials related to these areas from the consumer education point of view were compiled by two Home Economics majors currently studying at Drexel University.

None of the aforementioned materials was reproduced or disseminated for use in district schools since all materials selected or devised are currently being reviewed and expanded by another group of Home Economics teachers in the second phase of this project. (Their progress is reported in the supplementary reports on projects that were conducted during the summer months of 1976.)

Discussion

Objectives of this project as outlined in its proposal were attained to a satisfactory degree. Criteria for evaluating modules were determined, and materials selected or devised conformed to them. A group of dedicated teachers devoted a great deal of time and effort to ascertaining competencies and determining at which grade level each was to be mastered. Materials to expedite the instruction of these competencies were comprehensive and indicative of a commitment on the part of project personnel to undertake a thorough revitalization of Home Economics instruction.

Conclusions and Recommendations

Supervisory personnel and the curriculum writers involved in this project were successful in getting a very challenging project off to a good start. With sufficient field-testing of materials and input from the Ad Hoc Advisory Committee, it is hoped that the efforts of all will be rewarded with the formation of an improved instructional program for students in Home Economics.

Pre-Vocational Evaluation Training, Placement, and Follow-Up Program for Selected Orthopedically Handicapped Pupils

Administrative Information

Project Area: Special Education

Person Responsible for Project: Mr. Irving Blau

Locations: Widener Memorial School, Randolph Skills Center,
Sheltered Employment Service

New Project: Yes ☒

No ☐

Purpose(s) of Proposal:

☐ Curriculum
☒ Instruction
☐ Staff Development
☐ Facilities and/or Equipment Installation
☒ Job Placement
☐ Other

Degree of Implementation:

☒ Fully Operational
☐ Partially Operational
☐ Non Operational

Budget: $22,293.00

Proposal Number: 17-6009

Category: Part B, Handicapped

Project Description

This project was designed to expose selected orthopedically handicapped students to a variety of occupational areas, evaluate their potential for training, and train them for potential employment.

Project History

This was a new project which was implemented during the 1975-76 school year.

Project Objectives as Stated in Proposal

1. To evaluate the skill and employment potential of selected adolescent, OH pupils via a variety of assigned vocational tasks, aptitude testing, and observations.

2. To provide pupils with extensive training in selected and/or suitable vocational areas.

3. To develop a job placement potential and work-study program.

4. To organize a data bank of procedures for training, areas for potential development, and a list of potential employers to be used in subsequent experiences.

Project Implementation

Thirty-four orthopedically-handicapped students from Widener Memorial School participated in vocational education programs at the Randolph Skills Center and the Sheltered Employment Service. The program provided an alternative to the regular educational experience to which orthopedically handicapped students were normally exposed. Students from Widener Memorial School who displayed the potential to benefit from the experiences were selected and assigned to suitable vocational areas. Students from Widener received vocational training and evaluation at one of the two sites. Twelve students participated in activities at the Sheltered Employment Service twice a week. The remaining 23 students attended vocational classes at the Skills Center. Both groups received their academic training at Widener on the other three days.

Initially, all of the students from Widener were bused to the Sheltered Employment Center or to the Skills Center. The students attending the Skills Center, however, developed the ability to take public transportation on their own. Upon their arrival, those students were then integrated into existing vocational courses and attended classes with the regular student body.

Onsite observations and interviews conducted with the project staff indicated that the more able students were assigned to the Skills Center. Project staff confirmed that students were selected and assigned to training on the basis of age, mobility, employability, skills, and interest, in an effort to insure the safety of the students and teachers involved.

1. In what types of vocational activity were participating students engaged?

Students who attended classes at the Skills Center were allowed to participate in any vocational program that met the previously stated guidelines.

Students from Widener were enrolled in 11 of the 28 programs offered at the Skills Center. Students participated in the vocational programs throughout the school year. Eighteen of the students were scheduled to attend the Skills Center for 72 school days. Three of the remaining five went for 50 or more days, and two for less than 25 days. The number of training days allocated to students from Widener confirmed that those students were exposed to the normal training program experienced by any regular student attending the Center. Data related to the vocational programs that Widener students participated in are presented in Table 1.

Table 1

The Number of Widener Students Enrolled in Individual Vocational Programs at the Randolph Skills Center

Vocational Programs	No. of Students Assigned	No. of Training Days Scheduled
Service Station	2	72
Auto Body	1	72
Commercial Photography	1	72
Cosmetology	1	72
Food Service	2	72
Child Care	1	72
Law Enforcement	3	72
Medical Lab Assistant	2	50 or more
Nursing Assistant	2	72
Medical Records	3	25 or less
Distribution	5	72

The programs offered to students at the Sheltered Employment Service were more concerned with evaluation and exposure than with specific vocational training. As part of the evaluative process, students were involved in a work adjustment experience in the industrial workshop. The workshop activities gave students an opportunity to see and experience first hand the kinds of jobs that could be available to them in the adult world. Most of the students worked on assembly-line type jobs.

2. What potential procedures were utilized to evaluate the employment of participating students?

Students assigned to the Skills Center were evaluated in the same manner as the regular student population. Students in each vocational program were assigned a number of tasks to complete, for which they received a numerical grade. If the average grade was 70 or above, the students received a "S" for satisfactory work. If the average grade was below 70, the student was given a "U" for unsatisfactory work.

In addition to the vocational training aspect of the project, Widener students attending the Skills Center were trained to utilize public transportation to go to and from school. Data secured from the Skills Center are summarized in Table 2.

Table 2

Data Concerning Widener Students at the Randolph Skills Center

Total number of students assigned	23
Average number of days scheduled	66
Average percent of attendance	66%
Average number of latenesses	12
Average number of tasks completed	13
Average grade received	77
Number of students rated satisfactory	21
Number of students rated unsatisfactory	2

Discussion

Three of five project objectives were achieved this year. The skill and employment potential of selected students from Widener were assessed by utilizing a variety of vocational tasks, tests, and observations. Students assigned to the Skills Center had extensive training in a selected vocational area. Assessment procedures were developed and applied to students in the program. Objectives 3 and 5 were not achieved this year because project activity was focused on training and assessment. Objective 3, which relates to job placement, is a long range goal and will be considered in subsequent years

Some initial work was done this year on Objective 5. Efforts were made to collect and organize information concerning the procedures for training orthopedically handicapped students, and to establish potential vocational areas for student involvement.

Conclusions and Recommendations

The project was organized and operated in a manner that allowed the students to gain maximum benefit from the vocational experience. At the Skills Center, Widener students were integrated into the regular student body, and worked side by side with their non-handicapped peers. The majority of students experienced success in their vocational training. Some orthopedically handicapped students developed the ability to utilize public transportation to get to and from school. Considering the handicap, the rate of attendance and the rate of tardiness compiled by these students appear to be reasonable for a first year experience.

The project as it was designed and implemented at Sheltered Employment Services met the required objectives. Certain aspects of the program, however, were better than others. The total program appeared to lack structure and planning when it came to providing meaningful activity for the students over a period of time. The ongoing program at the agency is designed to provide employment opportunities for handicapped adults in a sheltered setting. The physical facility in terms of plant layout and space allocation was designed to maximize that effort. That arrangement did not allow Widener students to achieve maximum benefit from the work experience. The testing phase of the program was, in the opinion of the observer, the most effective part of the services provided by SES. While it provided meaningful data that will be used by the Widener staff next year, the program appeared to suffer from the same lack of direction and structure.

Staff members at Widener should seek to replace the work adjustment training offered by SES with that of an agency that has the facilities, staff, and experience to provide young adults with an organized program of work adjustment. The program as it is operating at the Skills Center should be continued and expanded where possible.

Training Teachers in Career Exploration

Administrative Information

Project Area: Staff Development

Person Responsible for Project: Dr. George B. Wilkinson

Locations: Meehan Middle School, Northeast, University City,
and Martin Luther King High Schools

New Project: Yes __X__

No ____

Purpose(s) of Proposal:

____ Curriculum
____ Instruction
__X__ Staff Development
____ Facilities and/or Equipment Installation
____ Job Placement
____ Other

Degree of Implementation:

__X__ Fully Operational
____ Partially Operational
____ Non Operational

Budget: $4,671.11

Proposal Number: 10-6423

Category: Part B, Secondary Regular

Project Description

A total of 50 Industrial Arts teachers - from the areas of Industrial Materials/Manufacturing, Visual Communications, Construction, and Power Mechanics - were provided instruction and hands-on experiences relating to their teaching fields. Participants attended 30 weekly sessions, each three hours in length. The first 20 sessions consisted of a series of mini courses in which the teachers increased their skills in the use of appropriate equipment and methodology. The remaining 10 sessions were devoted to teachers becoming acquainted with the ways by which their newly acquired skills could be utilized in their classrooms. Underlying the activities of all 30 sessions was the determination of the instructors to provide the teachers with techniques and information deemed useful in increasing the career awareness of their own students.

Project History

This project was Phase II of a three phase staff development effort that got underway in February, 1975. During Phase I the supervisory staff of the Division of Career Education provided 15 two-hour sessions involving 50 teachers. These sessions were concerned with the orientation of the participants toward innovative concepts within the matrix of career exploration. Phase II commenced in September, 1975; these staff development sessions were concluded in June, 1976. Phase III is scheduled to begin in September, 1976. It will feature the supervisory staff's visiting teachers in their classrooms to assist in the implementation of new programs that will emphasize career awareness. In addition a series of 15 two-hour sessions will provide the teachers the opportunity to review problems being encountered with the new programs and revise them accordingly under the direction of a supervisor.

Project Objectives as Stated in Proposal

1. To provide 50 teachers with an orientation towards innovative concepts within the matrix of career exploration.

2. To provide 50 teachers with skills in the use of appropriate tools and equipment according to individual needs with respect to the concepts within the matrix of career exploration.

3. To provide 50 teachers with instruction in how to implement the concepts and skills within the matrix of career exploration.

4. To provide assistance to 50 teachers in implementing the newer concepts in the broad matrix of career exploration.

Project Implementation

Thirty-one observations were conducted of the staff development meetings. Without exception all visits disclosed a high level of interest in the various activities being displayed by the participants. Attendance was uniformly excellent. The instructors in each of the four components appeared to be conscientious and most willing to be of assistance to the teachers. Classes were well planned with adequate supervision and direction being provided by the project director and members of his staff.

In order to broaden the skills of the participants, each group functioned in a slightly different manner. The participants in the Industrial Materials/Manufacturing area were divided into pairs, assigned so that a more experienced individual could be of assistance to his partner in mastering the use of various types of power machinery. The Visual Communication instructor, on the other hand, chose to have each of his participants function on a totally individualized basis due to the wide disparity in skills and work experience that characterized his teachers. In Construction, the participants were divided into four groups to work on various building projects. Finally, the Power Mechanics teachers were paired so as to maximize the availability of machinery and tools.

Project Outcomes: Evaluation Questions

1. How did the inservice sessions provide their participants with skills in the use of appropriate tools and equipment related to instruction of students in the matrix of career exploration?

As noted, 20 of the 30 sessions were devoted to providing the participants with instruction and hands-on experiences so as to introduce to them new skills as well as broaden those they already possessed. A type of skill inventory sheet was completed by each teacher during the first session. These were then checked by each component course instructor so that the course content might be determined. As the year progressed, staff development sessions focused on enabling individuals to become familiarized with equipment and methodology which they wished to master. Ongoing observations as well as informal conversations with some participants indicated that the staff development sessions were of great value in providing the teachers with needed skills.

2. How did the inservice sessions provide their participants with skills in implementing in the classroom the skills and concepts within the matrix of career exploration?

The final 10 of the 30 sessions involved the participants learning ways by which their newly acquired skills might be put to use in their own classrooms. The Industrial Materials/Manufacturing component featured the pairs of participants - in the role of teachers - providing lessons that culminated in a weekly project being completed by the remaining participants. On a rotating basis each Visual Communications teacher was required to teach a lesson from a guide that is currently being revised and edited. Other participants functioned as students, completing various activities and suggesting ways by which the lessons might be improved. The same system, utilizing an about-to-be-published teacher's guide, was followed by the participants in the Construction component.

In the instance of Power Mechanics, not only did the teachers complete a large number of units derived from a guide that is currently being printed, but they also were required to devise their own learning packets and submit these to the instructor for his approval. In such a manner they gained valuable experience in creating individualized learning materials. Career information and techniques of presenting it to students were injected whereever possible throughout the last 10 sessions of each component's staff development experience.

3. What were the reactions of the participants to the inservice sessions?

A questionnaire to determine participant reaction was administered in May, 1976 to all participants in the project. The results correlated well with what had been observed, as well as with comments informally made by the teachers throughout the year. Table I indicates the responses received to the question, "In general, how would you rate the following components of this staff development project?"

Table 1

Participants' Assessment of the Staff Development Session Components

(N=50)

	Excellent	Very Good	Satis-factory	Below Average	Poor	No Response
a. availability of materials	41	8	1	0	0	0
b. working condition of machinery	37	10	2	0	0	1
c. availability of tools	41	9	0	0	0	0
d. general learning environment	31	15	4	0	0	0
e. evidence of good planning on part of instructor	43	6	1	0	0	0
f. competence of instructor in subject areas	44	5	1	0	0	0
g. attitude of instructor toward participants	37	7	2	1	2	1
h. attitude of fellow-participants	24	19	7	0	0	0
i. interest level of classroom instruction	23	21	6	0	0	0
j. amount actually learned	18	22	9	1	0	0

Discussion

The objectives as listed in the proposal of this project were attained to a satisfactory degree. Meaningful staff development sessions were provided by a well prepared staff of instructors to a group of teachers who indicated their interest by their cooperation and their excellent attendance. In the absence of pre- and post-test data it is impossible to gauge precisely how great was the learning experience derived by the participants. It is to be presumed and hoped, however, that the newly acquired skills mastered by the participants will be incorporated into their own classrooms, thereby broadening the career horizons of their own students.

Conclusions and Recommendations

In spite of the generally favorable results attained by this project, two concerns need to be mentioned:

1. Lack of Industrial Arts supervisory staff members.

To have insured that participants in this project were, in fact, introducing into their own classrooms the skills and attitudes being learned in staff development sessions would have required a type of follow-up utilizing classroom observations. This could not be accomplished, however, due to the limited size of the Industrial Arts staff. This situation will prove even more problematical after September, 1976 due to the nature of Phase III of the staff development effort currently envisioned. The apparent remedy would be the inclusion of at least one additional supervisor in the Industrial Arts staff. Only in this way can the true impact of this program be determined.

2. Failure to provide teachers with revised curriculum guides.

In the areas of Visual Communications, Construction, and Power Mechanics, curriculum guides that were to provide an entirely new direction to the Industrial Arts program were completed during the 1974-75 school year. These were partially revised during the summer, and were to be in the hands of teachers by February, 1976. Delays resulted from the Industrial Arts staff lacking both the personnel and time to revise two of the guides as scheduled. More time was wasted due to the failure of a school district facility to print another guide in the length of time promised. These setbacks have thus resulted in the Industrial Arts teachers being denied a valuable means by which they would be able to supplement their teaching skills and increase the career awareness of their students.

Vocational Education Media Center

Administrative Information

Project Area: All Areas

Person Responsible for Project: Mr. Stanley B. Cohen

Location: John F. Kennedy Center

New Project: Yes _____

No __X__

Purpose(s) of Proposal:

__X__ Curriculum
_____ Instruction
_____ Staff Development
_____ Facilities and/or Equipment Installation
_____ Job Placement
_____ Other

Degree of Implementation:

__X__ Fully Operational
_____ Partially Operational
_____ Non Operational

Budget: $45,000.00

Proposal Number: 10-6422

Category: Part B, Disadvantaged

Project Description

The project provides professional staff persons to assist vocational personnel in the development or modification of curriculum materials. In addition, the Center collects, reviews, and disseminates relevant information and materials to vocational educators.

Project History

The project is completing its second year of operation. The results of the first year evaluation revealed that the staff of the Media Center provided professional services to vocational personnel on 200 separate occasions. The majority of the individuals requesting the service indicated that the products met their requirements.

Project Objectives as Stated in Proposal

The primary objective of the Vocational Education Media Center is to assist vocational education personnel develop and modify materials to meet the needs of all vocational education students. In order to meet this objective and fulfill other needs, the center will:

1. provide professional services and quality programs at a savings of federal funds.
2. increase the use of media materials because of their improved content and availability.
3. decrease equipment downtime because of a better system of equipment maintenance.
4. provide an effective means of disseminating significant information to vocational education staff and teachers.

Project Implementation

The activities of the Media Center were observed frequently during the 1975-76 school year. Onsite visits confirmed that the professional staff of the center was engaged in activities that would assist vocational educators and students enrolled in vocational courses. The majority of the staff work assignments were directed toward the development, modification, assessment, and dissemination of audio-visual instructional materials.

Project Outcomes: Evaluation Questions:

1. What services were performed by the Vocational Education Media Center?

Project work assignment records were reviewed to determine the kinds of services the center provided during the 1975-76 school year. Interviews with the project manager and observations of the work flow indicated that the record-keeping procedures established and implemented last year compiled an accurate and complete record of staff work activities.

A request for a given service required the submission of a service request form. The form outlined the specific service required and was submitted by the person requesting the service. A review of the request forms indicated that services were provided in the categories of art, photography, and writing. While attempts were made to place each request into 1 of 20 categories, one request might involve several types of work performed by several staff persons. Placement into a category was based on the dominant activity performed in providing the service. Table 1 presents data concerning the quantity and kinds of materials developed by the Media Center staff.

Table 1

Services Provided by the Vocational Education Media Center

Art Work	# of of Requests	Photography	# of of Requests	Writing	# of of Requests	Misc
Slide Art	10	Black & White 4x5	41	Cadre Articles	12	16
Posters	11	Black & White 8x10	11	Educational Programs	3	
Brochures	5	Slides 2x2	30	Public Relations	5	
Pamphlets	3	Movies 8mm	5			
Transparencies	2	Film Development	4			
Signs	4	Tape Duplication	17			
Charts	3	Copy Work	10			
Printing	8					
Layout	12					
Paste Up	3					
Total	61		118		20	16

(All Requests = 215)

As indicated in Table 1, 215 service request forms were submitted to the center. The majority of the requests were directed to the area of photography One hundred and eighteen requests were submitted for photographic services. Sixty-one of the remaining requests were submitted for art work. Twenty requests were submitted to have some form of writing completed. Sixteen requests were placed in the miscellaneous category. That category included those activities which were routine in nature and did not fall under any one heading.

The services outlined in Table 1 represented specific services provided to vocational educators or students. In addition to the ongoing production of inhouse instructional materials, the professional staff of the Media Center previewed, assessed, and catalogued instructional materials that were developed by other outside agencies.

The Media Center continued to disseminate information to vocational administrators, staff and teachers. This year, center personnel published five issues of CADRE, a newsletter produced by the center. The newsletter provided general information about program personnel, and students in vocational and/or career education. Some of the major articles published in the newsletter concerned new vocational facilities, distinguished visitors and leaders in vocational and career education, innovative instructional methods, special programs, meetings and conferences, and program evaluation in career education.

2. What vocational areas or departments requested services from the Vocational Education Media Center?

Two hundred and fifteen service request forms were submitted to the Media Center by personnel requiring professional services. Each form was reviewed to determine the area or department that each person requesting the service was assigned to. The review indicated that 11 separate areas within the school district requested the services of the center. Sources of requests are presented in Table 2.

Table 2

Departments Requesting Services from the Vocational Education Media Center

Department	Number of Individual Requests
Secondary Schools	52
Career Development	46
Special Projects	29
Business Education	23
Industrial Arts	17
Trade and Industrial Education	15
Home Economics	14
Distributive Education	10
Miscellaneous	9

The majority of requests (52) were submitted by principals and staff of nine secondary schools. Forty-six requests were also submitted by personnel assigned to career development activities within the Office of Career Education Planning and Development.

3. Are consumers satisfied with the products and services provided by the Vocational Education Media Center?

An opinionnaire was administered to persons who received services from the center to determine their extent of satisfaction with the products and services. Project records were available for 56 people who submitted requests for work to the Media Center. The evaluator was able to identify and locate only 36 of the people who made reqeusts, because information related to name and/or work location was omitted from the other service request forms. Data related to the opinionnaire are presented in Table 3.

Table 3

A Survey of the Degree of User Satisfaction with the Services Provided by the Vocational Education Media Center

Questions	Response Yes	No	Total
1. Did the quality of the work produced by the Media Center meet with your approval (that is, did it suit your needs)?	35	1	36
2. Did the time required to complete the work suit your needs (was the work produced soon enough to be of value to you)?	34	2	36
3. Were there any serious discrepancies between what you were led to believe you would receive and what the Media Center actually produced?	3	33	36
4. Have you ever had occasion to complain to the Media Center about some aspect of the work they were doing for you, or had done for you?	4	32	36
5. If so, was the complaint handled to your satisfaction, and in time to help you?	3	1	4
6. Do you read CADRE, the monthly newsletter published by the Media Center?	36	0	36
7. Does it provide you with relevant information about vocational and/or career education?	36	0	36

The results of the opinionnaire, as displayed in Table 3, indicated that 35 of the people responding to the opinionnaire felt that the quality of the work produced by the Media Center met their needs. Thirty-four of the respondents felt that the product was produced soon enough to be of value to them. Thirty-three of the respondents felt that there were no serious deficiencies in the work produced by the Center. Four of the respondents stated that they had had occasions to complain to the Media Center about some of the work they were performing for them. With the exception of one, however, the complaints were handled to their satisfaction. All 36 respondents indicated that they were regular readers of CADRE. They also stated during interviews that the general quality of the news items and reporting was better this year than those published during the 1974-75 school year.

Discussion

The major objective of the project was met. The professional staff of the Media Center assisted vocational personnel in developing and adapting instructional materials to meet the needs of disadvantaged students in vocational courses.

Conclusions and Recommendations

The staff of Vocational Education Media Center worked jointly with personnel who were responsible for and concerned with the improvement of career and vocational education. The team was able to develop, modify, coordinate and distribute educational materials designed to assist students who required special help to succeed in regular vocational programs. CADRE, the newsletter published by the center for the purpose of disseminating information, continued to provide career and vocational personnel with relevant information about events and activities in the field.

This year the Media Center served a larger population than it did last year. More principals and staff persons in secondary schools made greater demands on the center than in the past. The work accomplished by this project should be continued so that additional instructional programs can be developed to assist disadvantaged students.

Vocational Evaluation Program-Pennypack

Administrative Information

Project Area: Special Education

Person Responsible for Project: Irving Blau

Location: Pennypack Annex

New Project: Yes X

No ____

Purpose(s) of Proposal:

____ Curriculum
____ Instruction
____ Staff Development
____ Facilities and/or Equipment Installation
____ Job Placement
X Other

Degree of Implementation:

X Fully Operational; see Project Implementation for details
____ Partially Operational
____ Non Operational

Budget: $9,913.00

Proposal Number: 17-6007

Category: Part B, Handicapped

Project Description

This project provided vocational evaluation and guidance services to young adults who were sent to the House of Correction. The program utilized the Singer/Graflex evaluation system, which consists of 15 individual hands-on work and evaluation stations. The inmates were also exposed to educational and occupational information during counseling sessions.

Project History

This was a new project which was implemented during the 1975-76 school year.

Project Objectives as Stated in Proposal

1. To assist the young adults in the prison community to make realistic career choices.
2. To identify aptitudes and interests through work directed activity in a variety of skill areas using hands-on experiences incorporated in the programs developed by Singer/Graflex.
3. To develop educational and occupational information to be used by counselors, teachers, students, and in public relations.
4. To provide consultative services to assist individuals in understanding their developmental needs and potentialities.
5. To reduce the recidivist rate.
6. To refer released prisoners to further training in the School District or O.I.C. and the Bureau of Employment Security.

Project Implementation

The proposal required that a vocational guidance and counseling program utilizing Singer/Graflex evaluation stations be established to provide services to young adults at the House of Correction. The equipment, however, was not delivered and installed until mid-February. Consequently, the project was behind schedule. Once the 15 Singer evaluation stations were installed, there were the additional delays in hiring project personnel required to administer and supervise the evaluation process. The staff person required to function in that capacity was hired on April 19, 1976. After being hired, the instructor/counselor had to participate in orientation activities sponsored by the manufacturer of the Singer/Graflex equipment. The activities were designed to train persons in the proper use and operation of the evaluation stations. The project became operational in mid-May of 1976. The instructor is currently in the process of evaluating ten students. Sessions are held twice a day.

Project Outcome

The project was in operation for a limited time before the end of the funding period. An adequate assessment of the procedure and methods of operation utilized by the project staff was not possible.

Conclusions and Recommendations

An evaluation of the project based on the objectives as stated in the project proposal should be conducted after the staff has had sufficient time to plan and implement its program and activities.